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ABSTRACT

This study was directed toward determining if uniformity existed in the role of the fine arts administrative supervisor and the fine arts program in the Illinois public junior colleges. Answers to the following questions were sought: (1) Is there a uniform interpretation of terminology among the fine arts administrative supervisors to describe fine arts personnel, activities, techniques, and procedures? (2) Is there a commonality of specific weaknesses and strength of fine arts programs in the Illinois public junior colleges? (3) What similarities exist in the established procedural roles of the fine arts administrative supervisor in the Illinois public junior colleges? Data were secured by a questionnaire mailed to 44 of the 46 Illinois public junior colleges, of which 28 replied. Answers obtained from the 26 usable questionnaires were analyzed. These answers showed that there appeared to be: (1) a variety of methods used to identify the fine arts programs at the various colleges, (2) a considerable difference as to which curricula are included in a fine arts program, with the exception of art and music, (3) agreement as to the administrative supervisor's responsibilities, (4) a direct correlation between the size of the institution and the strengths and weaknesses of the fine arts program, and (5) a direct correlation between the size of the institution and the number of full-time faculty and the number of fine arts courses offered. (Author/DB)

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THE ROLE OF THE ADMINISTRATIVE SUPERVISOR OF THE FINE ARTS PROGRAM IN THE ILLINOIS PUBLIC JUNIOR COLLEGE

A Dissertation
Presented to
the Graduate Faculty
Western Colorado University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy
in
Education

by
Kenneth L. Camp

June 1973

JC 740 206

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ABSTRACT

THE PROBLEM. The problem of the study consisted of interrelated, yet diversified specific questions directed toward discovering if there exists any uniformity in both the role of the Fine Arts administrative supervisor and the Fine Arts program in the Illinois public junior colleges.

In order to accomplish the purpose of the study, three main questions needed to be answered:

1) Is there a uniform interpretation of terminology among the Fine Arts administrative supervisors to describe Fine Arts personnel, activities, techniques and procedures?
2) Is there a commonality of specific weaknesses and strength of Fine Arts programs in the Illinois public junior colleges?
3) What similarities exist in the established procedural roles of the Fine Arts administrative supervisor in the Illinois public junior colleges?

The importance of the study derives from:

1) Research shows that there exists little information available concerning the presence, extent of, and general nature of the role of the administrative supervisor of the Fine Arts program in the Illinois public junior college.

2) The writer, currently serving as a Fine Arts administrative supervisor in an Illinois public junior college, has many times been requested by other Illinois public junior college Fine Arts administrative supervisors to supply information as to the Illinois Central College's Fine Arts organization and procedural policy.

METHODOLOGY. All data were secured from a questionnaire prepared by the writer and mailed to the Fine Arts administrative supervisors and/or Fine Arts faculty within 44 of the 46 Illinois public junior colleges. Questions were based entirely on the experience of the researcher. Additional comments were welcomed.

Answers were checked and verified on a running summary form. The subjective answers were hand tallied and were converted into common answer forms or used in their original form.

Statistics were tallied using bases of 26 usable replies. The bases for these statistics were: Number of schools selected--44; Answers received--28; Usable answers--26.

Hypotheses were as follows:

1) A lack of uniformity will exist in terminology identifying Fine Arts structural organization.

2) The strengths and weaknesses of the Fine Arts programs in the Illinois public junior college are both directly related to the size of the institution and similar to the experiences of an institution of similar size.

3) The required responsibilities (role) of the Fine Arts administrative supervisors are closely related to the size of the institutions.

RESULTS. Analysis of data resulted in 26 significant determinations between the various groups for each of the questions asked in the seven broad areas of the questionnaire. From these determinations there are indications that there are trends and patterns which lead to implications regarding Illinois public junior college Fine Arts programs:

1) There appears to be a variety of methods used to identify the Fine Arts programs at the surveyed junior colleges.

2) There appears to be, with the exception of art and music, a considerable difference as to which curricula are included in a Fine Arts program.

3) There appears to be agreement as to the administrative supervisor's responsibilities, particularly in supervision of personnel and coordination of the division.

4) There appears to be a direct correlation between the size of the institution and the evident strengths and weaknesses of the Fine Arts program.

5) There appears to be a direct correlation between the size of the institution and the number of employed full-time faculty.

6) There appears to be a considerable variance in budgetary matters relating to preparation and dispersal of funds.

7) There appears to be a direct parallel between the size of the institution and the number of Fine Arts courses offered.

From the results, the writer outlines specific recommendations. Some of the more interesting are:

1) Structuring the Fine Arts program into departments should be discouraged.
2) Fine Arts administrative supervisors should continuously evaluate courses.
3) Speech curricula, behaviorally-oriented, should be included in the Fine Arts curricula.
4) Graphic design curricula and graphic arts curricula are reasonable extensions of the Fine Arts program.
5) There is a need for each college to specifically identify the Fine Arts administrative supervisor as such.
6) The Fine Arts administrative supervisor should be assigned all responsibilities relating to new personnel, supervision of Fine Arts personnel, coordination of the activities, and coordination of planning efforts.
7) When because of budgetary restrictions the best qualified part-time instructors should be employed.
8) The administrative supervisor should hold rank and tenure on the same basis as that enjoyed by the faculty.
9) Faculty teaching loads should be so balanced that when an instructor has a heavy extra-curricular load, he should be given a lighter classroom load.

10) All Fine Arts faculty should be involved in academic advisement.

11) All Fine Arts faculty should be involved in the college's total recruitment procedure.

12) The administrative supervisor should actively seek jointly-sponsored junior college-community projects of merit.

13) The administrative supervisor should continue to "sell the upper-echelon administration" if he desires to establish a viable Fine Arts program.

ACKNOWLEDGMENTS

Completion of this study is predicated upon the assistance, cooperation, and inspiration of several persons. The writer is particularly grateful to his committee chairman, Dr. Stanley W. Niehaus. Combined attitudes of appreciation and respect characterize the investigator's feelings for the sincere and insightful guidance which was given so unstintingly by Dr. Niehaus.

This study would have been an impossibility had it not been that the writer currently serves as the administrative supervisor of the Fine Arts program at Illinois Central College. Therefore, he desires to express his appreciation to Dr. Kenneth L. Edwards, President, and Dr. Andreas A. Paloumpis, Dean of Illinois Central College, for the confidence they placed in the writer by appointing him Chairman of the Division of Creative Arts. Their examples of administrative excellence have served as a constant source of inspiration.

Finally, the writer wishes to convey his appreciation to Dr. Michael J. Svob, Dean of Instruction at Illinois Central College, for serving as a primary source for a considerable amount of the information used in this study.

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Old Bureaucrat, my comrade, it is not you who are to blame. No one ever helped you to escape. You, like the termite, built your peace by blocking up with cement every chink and cranny through which the light might pierce. You rolled yourself up into a ball in your genteel security, in routine, in the stifling convention of provincial life, raising a modest rampart against the winds and the tides and stars. You have chosen not to be perturbed by our great problems, have trouble enough to forget your faith as a man. You are not a dweller upon an errant planet and do not ask yourself questions to which there are no answers...Noboby grasped you by the shoulder while there was still time. Now the clay of which you were shaped has dried and hardened, and not in you will ever awaken the sleeping musician, the poet, the astronomer that possibly inhabited you from the beginning.

ANTOINE DE SAINT-EXUPERY
"Wind, Sand and Stars"

CHAPTER I

INTRODUCTION

For the past 70 years, Illinois has been a leader in the field of higher education. It was in 1901 that the nation's first public junior college was founded at Joliet, Illinois.

Roy Berko, in his 1971 Pennsylvania State University's dissertation stated that no other type of post-high school institution in this country has experienced a like growth, during the first part of the twentieth century.[1]

Prior to 1965, there were 23 Illinois Public Junior College Campuses, with a student headcount of 64,628. In 1972, and as a direct result of the 1965 Community College Act, there were a total of 46 such campuses enrolling a total of 211,553 students.[2]

It should be understood that although there presently exist 46 separate public junior college campuses, these are not 46 locally controlled districts. Rather, the state has approved the successfully passed regional referendums and has, as a result, established 37 locally controlled districts. Of the 37 districts, 3 are multi-campus in nature.

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[1] Roy Merle Berko, "Speech Programs at Coeducational Community-Junior Colleges" (unpublished Ed D. dissertation, Pennsylvania State University, 1971), p. 1.

[2] "Selected Data of Illinois Public Junior Colleges," Community College Bulletin, March, 1973, p. 6.

These multi-campus districts consist of 2 campuses controlled by the Black Hawk Junior College Board, 7 campuses controlled by the Chicago City College Board, and 3 campuses controlled by the Illinois Eastern Junior College Board.

In addition to the 37 locally controlled districts, there exist one junior college district located in East St. Louis, which was established by the direct action of the chief governing body of the state's junior colleges, the Illinois Junior College Board. Thus, this junior college remains the one state controlled district in the present state junior college system.

No one can say in advance just what point or points in the accompanying tables will be of major interest to the individuals reading this report However, it appears that the information in the following table may contain important data, particularly beneficial to the individual who is not acquainted with the Illinois public junior colleges.

TABLE 1

DIRECTORY OF ILLINOIS PUBLIC JUNIOR COLLEGES AND RELATED DATA

College--Address--Telephone	District Number	Year Junior College Classes Began	Year Identified A Class I Public Junior College	Total Enrollment October, 1971	Faculty 1971-1972 Full-Time	Faculty 1971-1972 Part-Time	Administration 1971-1972 Full-Time	Administration 1971-1972 Part-Time	Type Academic Year
Belleville Area College 2500 Carlyle Road Belleville, Ill. 62221 (618)235-2700	522	1946	1966	4,913	111	254	11	0	S
Black Hawk College (Multi-Campus) A. Black Hawk College 6600 34th Avenue Moline, Ill. 61265 (309)755-1311	503	1962	1965	3,685	109	115	31	0	S

TABLE 1--Continued

College--Address--Telephone	District Number	Year Junior College Classes Began	Year Identified A Class I Public Junior College	Total Enrollment October, 1971	Faculty 1971-1972 Full-Time	Faculty 1971-1972 Part-Time	Administration 1971-1972 Full-Time	Administration 1971-1972 Part-Time	Type Academic Year
B. Black Hawk East College P.O. Box 489 Kewanee, Ill. 61443 (309)853-3381			1967	520	15	22	6	0	S
Carl Sandburg College Box 1407 South Lake Storey Road Galesburg, Ill. 61401 (309)343-6101	518	1966	1966	1,236	56	66	7	0	Q
City Colleges of Chicago (Multi-Campus)	508								
A. Amundsen-Mayfair College 4626 North Knox Ave. Chicago, Ill. 60630 (312)286-1323		1958	1966	3,752	137	2	11	0	S

TABLE 1--Continued

College--Address--Telephone	District Number	Year Junior College Classes Began	Year Identified A Class I Public Junior College	Total Enrollment October, 1971	Faculty 1971-1972 Full-Time	Faculty 1971-1972 Part-Time	Administration 1971-1972 Full-Time	Administration 1971-1972 Part-Time	Type Academic Year
B. Kennedy-King College 6800 South Wentworth Avenue Chicago, Illinois (312)488-0900		1934	1966	4,803	163	0	14	0	S
C. Loop College 64 East Lake Street Chicago, Ill. 60601 (312)269-8000		1962	1966	10,142	225	31	19	10	S
D. Malcolm X College 1900 West VanBuren St. Chicago, Ill. 60612 (312)243-3575		1911	1966	8,150	109	2	12	0	S
E. Olive-Harvey College 10001 South Woodlawn Avenue Chicago, Ill. 60628 (312)568-3700		1957	1966	5,172	157	10	11	0	S

TABLE 1--Continued

College--Address--Telephone	District Number	Year Junior College Classes Began	Year Identified A Class I Public Junior College	Total Enrollment October, 1971	Faculty 1971-1972		Administration 1971-1972		Type Academic Year
					Full-Time	Part-Time	Full-Time	Part-Time	
F. Southwest College 7500 South Pulaski Rd. Chicago, Ill. 60652 (312)735-3000		1960	1966	5,359	117	2	9	0	S
G. Wilbur Wright College 3400 North Austin Ave. Chicago, Ill. 60634 (312)777-7900		1934	1966	8,165	261	0	11	0	S
College of DuPage Lambert Rd. & 22nd St. Glen Ellyn, Ill. 60137 (312)858-2800	502	1965	1965	8,705	212	129	19	0	Q
College of Lake County 19351 West Washington St. Grayslake, Ill. 60030 (312)223-8193	532	1969	1969	4,554	115	76	22	0	S

TABLE 1--Continued

College--Address--Telephone	District Number	Year Junior College Classes Began	Year Identified A Class I Public Junior College	Total Enrollment October, 1971	Faculty 1971-1972 Full-Time	Faculty 1971-1972 Part-Time	Administration 1971-1972 Full-Time	Administration 1971-1972 Part-Time	Type Academic Year
Community College of Decatur P.O. Box 1626 Decatur, Ill. 62523 (217)422-8387	537		1972	Not Available					
Danville Junior College 2000 East Main Street Danville, Ill. 61832 (217)443-1811	507	1946	1966	1,874	102	35	21	2	S
Elgin Community College 1700 Spartan Drive Elgin, Ill. 60120 (312)697-1000	509	1949	1966	2,830	77	107	11	0	S

TABLE 1--Continued

College--Address--Telephone	District Number	Year Junior College Classes Began	Year Identified A Class I Public Junior College	Total Enrollment October, 1971	Faculty 1971-1972		Administration 1971-1972		Type Academic Year
					Full-Time	Part-Time	Full-Time	Part-Time	
Highland Community College RFD #2 Pearl City Road Freeport, Ill. 61032 (815)233-6121	519	1962	1966	1,116	49	40	10	0	S
Illinois Central College P.O. Box 2400 East Peoria, Ill. 61611 (309)694-5011	514	1966	1966	8,907	188	199	64	0	S
Illinois Easter Junior Colleges (Multi-Campus)	529								
A. Lincoln Trail College Route 1 Robinson, Ill. 62454 (618)544-8657		1969	1969	615	14	25	5	0	Q

TABLE 1--Continued

College--Address--Telephone	District Number	Year Junior College Classes Began	Year Identified A Class I Public Junior College	Total Enrollment October, 1971	Faculty 1971-1972 Full-Time	Faculty 1971-1972 Part-Time	Administration 1971-1972 Full-Time	Administration 1971-1972 Part-Time	Type Academic Year
B. Olney Central College Olney, Ill. 62450 (618)395-4351		1963	1967	2,129	51	13	6	0	Q
C. Wabash Valley College 2200 College Drive Mt. Carmel, Ill. 62863		1960	1969	1,082	36	12	5	0	Q
Illinois Valley Community College Oglesby, Ill. 61348 (815)223-7710	513	1966	1966	2,811	82	28	16	0	S
John A. Logan College Carterville, Ill. 62918 (618)985-3741	530	1968	1968	1,326	38	22	13	2	Q

TABLE 1--Continued

College--Address--Telephone	District Number	Year Junior College Classes Began	Year Identified A Class I Public Junior College	Total Enrollment October, 1971	Faculty 1971-1972 Full-Time	Faculty 1971-1972 Part-Time	Administration 1971-1972 Full-Time	Administration 1971-1972 Part-Time	Type Academic Year
Joliet Junior College 1216 Houbolt Avenue Joliet, Ill. 60436 (815)729-9020	525	1901	1967	4,769	118	113	29	0	S
Kankakee Community College P.O. Box 888 Kankakee, Ill. 60901 (815)933-9311	520	1968	1966	1,489	42	35	13	2	S
Kaskaskia College Shattuc Road Centralia, Ill. 62801 (618)532-4646	501	1940	1965	1,491	56	11	13	1	S

TABLE 1--Continued

College--Address--Telephone	District Number	Year Junior College Classes Began	Year Identified A Class I Public Junior College	Total Enrollment October, 1971	Faculty 1971-1972 Full-Time	Faculty 1971-1972 Part-Time	Administration 1971-1972 Full-Time	Administration 1971-1972 Part-Time	Type Academic Year
Kishwaukee College Malta, Illinois 60150 (815)825-2086	523	1968	1967	1,763	62	27	12	0	S
Lake Land College Route 45 South Mattoon, Illinois (217)235-3131	517	1967	1966	2,411	97	55	8	2	Q
Lewis & Clark Community College Godfrey, Illinois 62035 (618)466-3411	536	1970	1969	1,821	55	55	5	0	S

TABLE 1--Continued

College--Address--Telephone	District Number	Year Junior College Classes Began	Year Identified A Class I Public Junior College	Total Enrollment October, 1971	Faculty 1971-1972		Administration 1971-1972		Type Academic Year
					Full-Time	Part-Time	Full-Time	Part-Time	
Lincoln Land Community College 3865 South Sixth Street Springfield, Ill. 62703 (217)529-6661	526	1970	1967	4,650	94	10	12	0	Q
McHenry County College Crystal Lake, Ill. 60014 (815)459-6800	528	1967	1967	1,262	26	58	11	3	S
Moraine Valley Community College 10900 South 88th Avenue Palos Hills, Ill. 60465 (312)974-4300	524	1967	1967	3,868	100	139	23	0	S

TABLE 1--Continued

College--Address--Telephone	District Number	Year Junior College Classes Began	Year Identified A Class I Public Junior College	Total Enrollment October, 1971	Faculty 1971-1972		Administration 1971-1972		Type Academic Year
					Full-Time	Part-Time	Full-Time	Part-Time	
Morton College 2500 South Austin Blvd. Cicero, Illinois 60650 (312)656-2609	527	1924	1965	2,490	92	32	11	1	S
Oakton Community College 7900 North Nagel Avenue Morton Grove, Ill. 60053 (312)967-5120	535	1969	1969	2,330	79	44	15	0	S
Parkland College Two Main Street Champaign, Ill. 61820 (217)384-2200	505	1967	1966	4,007	138	7	16	2	Q

TABLE 1--Continued

College--Address--Telephone	District Number	Year Junior College Classes Began	Year Identified A Class I Public Junior College	Total Enrollment October, 1971	Faculty 1971-1972 Full-Time	Faculty 1971-1972 Part-Time	Administration 1971-1972 Full-Time	Administration 1971-1972 Part-Time	Type Academic Year
Prairie State College 197th Street & Halstead Chicago Heights, Ill. (312)756-3110	515	1958	1966	3,817	86	144	13	0	S
Rend Lake College 315 South Seventh Street Mt. Vernon, Ill. 62864 (618)437-5321	521	1967	1967	1,101	49	19	8	0	S
Rock Valley College 3301 North Mulford Rd. Rockford, Ill. 61101 (815)226-2600	511	1965	1965	3,916	113	32	23	7	S

TABLE 1--Continued

College--Address--Telephone	District Number	Year Junior College Classes Began	Year Identified A Class I Public Junior College	Total Enrollment October, 1971	Faculty 1971-1972 Full-Time	Faculty 1971-1972 Part-Time	Administration 1971-1972 Full-Time	Administration 1971-1972 Part-Time	Type Academic Year
Sauk Valley College R.R. 1 Dixon, Illinois 61021 (815)288-5511	506	1965	1965	1,614	62	20	19	0	S
Shawnee College Shawnee College Road Ullin, Illinois 62992 (618)634-4424	531	1969	1967	841	35	2	8	2	Q
Southeastern Illinois College 333 West College Street Harrisburg, Ill. 62946 (618)253-7600	533	1961	1967	1,186	37	11	7	0	S

TABLE 1--Continued

College--Address--Telephone	District Number	Year Junior College Classes Began	Year Identified A Class I Public Junior College	Total Enrollment October, 1971	Faculty 1971-1972 Full-Time	Faculty 1971-1972 Part-Time	Administration 1971-1972 Full-Time	Administration 1971-1972 Part-Time	Type Academic Year
Spoon River College 102 East Elm Street Canton, Illinois 61520 (309)647-4645	534	1959	1968	1,086	46	3	8	0	S
State Community College 417 Missouri Avenue East St. Louis, Illinois 62201 (618)874-3200	IJCB	1969	1969	2,285	58	25	19	0	Q
Thornton Community College 50 West 162nd Street South Holland, Ill. 60473 (312)596-2000	510	1927	1966	6,797	118	227	24	0	S

TABLE 1--Continued

College--Address--Telephone	District Number	Year Junior College Classes Began	Year Identified A Class I Public Junior College	Total Enrollment October, 1971	Faculty 1971-1972		Administration 1971-1972		Type Academic Year
					Full-Time	Part-Time	Full-Time	Part-Time	
Triton College 2000 Fifth Avenue River Grove, Ill. 60171 (312)456-0300	504	1964	1965	12,222	205	396	17	0	S
Waubonsee Community College Illinois Route 47 at Harter Road Sugar Grove, Ill. 60554 (312)466-4811	516	1966	1966	3,564	64	105	15	4	S

TABLE 1--Continued

College--Address--Telephone	District Number	Year Junior College Classes Began	Year Identified A Class I Public Junior College	Total Enrollment October, 1971	Faculty 1971-1972 Full-Time	Faculty 1971-1972 Part-Time	Administration 1971-1972 Full-Time	Administration 1971-1972 Part-Time	Type Academic Year
William Rainey Harper College Algonquin & Roselle Rds. Palatine, Ill. 60067 (312)359-4200	512	1965	1965	8,917	146	110	38	3	S

Source: Aikin Connor, Cathy Tackney, Sylvia Howe, Kathy Borsoni, and Barbara Koziarz, eds., 1972 Junior College Directory (American Association of Junior Colleges) (Washington, D.C., 1972), Table 1, pp. 30-34.

As far as education in general is concerned in Illinois, the overall picture differs little from that nationwide.

American society has demanded of itself a continuous involvement in the educational processes of its members. Within the memory of many still living, an eight year elementary school education was considered adequate for teaching others. This was particularly true in the rural areas. It was not until the decade immediately preceding World War II that real emphasis was placed on the need for a four year secondary education.

In the period from 1945 to 1955, those of us involved in secondary school teaching, found ourselves progressively more concerned with the problem of student numbers entering our hallowed classrooms than with the number of student drop-outs.

It was not until the public finally realized that funds had to be found for adding to our existing schools, for building new schools, for equipping both the new additions and the new school, that the teacher had time to become concerned with what soon became a major national problem, the drop-out.

Industry, as its need for manpower diminished, soon insisted that a high school education was mandatory. In some areas, a marked increase in student retention became obvious. Those students who had previously dropped out in many instances returned to the high school.

In the 1960's, an interesting, yet a somewhat frightening combination of events, confronted the high school graduate. Several economic recessions coupled with what many young people considered to be the most unpopular war in history faced the graduating senior high school male. Industry's demand for a better educated individual, plus the government's college draft deferment program, endeared in the young a desire to continue one's education in either the college or the university. Thus, the soil and the seed had been prepared. It was up to the nation's educational leaders and the public to determine what method of planting was to be used.

In Illinois, the statute that created the Board of Higher Education specifically required the preparation of a master plan for Illinois higher education that would take into account the various roles that could be enacted by the public universities, the nonpublic colleges and universities, the public and private two-year colleges and other educational enterprises.[3]

In March of 1964, the Illinois Board of Higher Education published its recommendations for a Provisional Master Plan for Higher Education. The master plan called for an immediate and extensive network of public two-year colleges throughout the state. It further contended that these community junior colleges would be legitimate and respectable members of the higher education community.

In 1965, the Illinois Legislature passed the Community College Act. Thus, fruition of the master plan's proposals was insured by the funding provision which allocated a significant amount of the state's higher education monies to the establishment and development of these new or revamped institutions.

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[3] Illinois Board of Higher Education, A Master Plan for Higher Education in Illinois. Phase III an Integrated State System (Springfield: Illinois Board of Higher Education, 1971), p. 3.

Implementation of the master plan brought about immediate and far-reaching effects, as can be ascertained by examining the following statistics.[4]

TABLE 2

THE ILLINOIS JUNIOR COLLEGE SYSTEM

Community College Districts in 1972	
Locally controlled districts	37
State controlled districts	1
Single campus districts	35
Multi-campus districts	3
Blackhawk campuses	2
Chicago City College campuses	7
Illinois Eastern campuses	3

Fall Enrollments	Headcount	Full-time Equivalency
1965	64,628	NA
1966	71,108	43,553
1967	83,804	47,705
1968	103,658	58,993
1969	147,882	79,671
1970	169,961	94,617
1971	190,034	106,279
1972	211,553	108,637

This amazing growth of the community two-year college system has not been peculiar to Illinois. In its March, 1971, Report on Higher Education, the U.S. Department of Health, Education, and Welfare stated, "The most striking structural development in higher education today is the rapid growth of two-year institutions. In 1968, two million students--25 percent of all higher education enrollments--

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[4] Community College Bulletin, op. cit.

were in two-year institutions, and over 80 percent were in community colleges."[5]

The following table, consisting of data relevant to the 1971 number of National and State of Illinois public junior colleges, further emphasizes the amazing growth of the junior college movement in higher education. The writer has, also, identified the enrollment area into which each of the Illinois public junior colleges fall.

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[5] U.S. Department of Health, Education, and Welfare, Report on Higher Education, (Washington: U.S. Government Printing Office, 1971), p. 57.

TABLE 3

A COMPARATIVE STUDY OF THE DISTRIBUTION OF SIZE OF ENROLLMENT IN PUBLIC JUNIOR COLLEGES
1971

Enrollment 1971	National Number of Public Junior Colleges 1971	State of Illinois Number of Public Junior Colleges 1971	Percentage of National Total 1971	Illinois Public Junior Colleges 1971
1 - 499	109	0	0	
500 - 999	181	3	1.6	Black Hawk East College Lincoln Trail College Shawnee College
1,000 - 1,499	151	10	6.6	Carl Sandburg College Highland Community College John A. Logan College Kankakee Community College Kaskaskia College McHenry County College Rend Lake College Southeastern Illinois College Spoon River College Wabash Valley College

TABLE 3--Continued

Enrollment 1971	National Number of Public Junior Colleges 1971	State of Illinois Number of Public Junior Colleges 1971	Percentage of National Total 1971	Illinois Public Junior Colleges 1971
1,500 - 1,999	75	4	5.3	Danville Junior College Kishwaukee College Lewis and Clark Community College Sauk Valley College
2,000 - 2,499	58	5	8.6	Lake Land College Morton College Oakton Community College Olney Central College State Community College
2,500 - 2,999	36	2	5.5	Elgin Community College Illinois Valley Community College
3,000 - 3,499	33	0	0	

TABLE 3--Continued

Enrollment 1971	National Number of Public Junior Colleges 1971	State of Illinois Number of Public Junior Colleges 1971	Percentage of National Total 1971	Illinois Public Junior Colleges 1971
3,500 - 3,999	35	6	17.1	Amundsen-Mayfair College Black Hawk College Moraine Valley Community College Prairie State College Rock Valley College Waubonsee Community College
4,000 - 4,499	23	1	4.3	Parkland College
4,500 - 4,999	22	5	22.7	Belleville Area College College of Lake County Joliet Junior College Kennedy-King College Lincoln Land Community College
5,000 - 5,999	32	2	6.2	Olive-Harvey College Southwest College

TABLE 3--Continued

Enrollment 1971	National Number of Public Junior Colleges 1971	State of Illinois Number of Public Junior Colleges 1971	Percentage of National Total 1971	Illinois Public Junior Colleges 1971
6,000 - 6,999	31	1	3.2	Thornton Community College
7,000 - 7,999	14	0	0	
8,000 - 8,999	13	5	38.4	College of DuPage Illinois Central College Malcolm X College Wilbur Wright College William Rainey Harper College
9,000 - 9,999	11	0	0	
10,000 - 14,999	34	2	5.8	Loop College Triton College
15,000 - 19,999	11	0	0	

TABLE 3--Continued

Enrollment 1971	National Number of Public Junior Colleges 1971	State of Illinois Number of Public Junior Colleges 1971	Percentage of National Total 1971	Illinois Public Junior Colleges 1971
20,000 - 24,999	3	0	0	
25,000 - 29,999	1	0	0	
30,000 & Over	2	0	0	

Calculated from: A. Connor, C. Tackney, S. Howe, K. Borsoni, and B. Koziarz, ets., 1972 Junior College Directory. (Washington, D.C.: American Association of Junior Colleges, 1972), Table 1, pp. 30-33, and Table 5, p. 93.

This growth will continue should the Carnegie Commission have its way. It has recommended in a major report that there be a community college within commuting distance of every potential student by 1980.[6]

Not only have junior colleges grown in number, availability, service, and quality, but they have likewise grown in power. Along with that power they have acquired a big responsibility to influence and shape education in the 1970's and beyond. Robb believes that the "community junior colleges are developing the best 'grass roots' linkage and ultimately the strongest political support of any post-secondary institution. . . . they are institutions most responsive to public demand."[7]

Due to the newness of the community-junior college, little research or study has been made of certain curricula, services, and programs which such an institution may encompass. John Roueche indicates, "Institutional research in the community college is a recent phenomenon. . . . Recognizing this paucity of research, junior college leaders are becoming increasingly aware of the value of research in all institutions and they have begun to understand the need to compile and disseminate research findings."[8]

Wellman and Twiford identify part of the problem when they list three specific difficulties in identifying Fine Arts organization within the public junior college. "The terminology used to describe Fine Arts personnel, activities, techniques and procedures lack uniform interpretation. Specific objectives of the Fine Arts program are too often expressed in broad generalities. Program objectives must be concisely stated in terms of specific outcomes which can be related to the general local and state objectives. The means employed to arrive at an end result are sometimes misconstrued as the end result per se. The mere existence of Fine Arts program activities is no guarantee that the objectives are being accomplished."[9]

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[6] Ibid.

[7] Felix C. Robb, "Regional Accrediting Faces New Challenges," Junior College Journal, May, 1972, p. 17.

[8] John Roueche, "Gaps and Overlaps in Institutional Research," Junior College Journal, Nov., 1967, p. 20.

Statement of the Purpose

It is impossible to list a specific purpose for this study. It is both possible and desirable to list several which, in the writer's opinion, may be evident to some, but important to all.

It is anticipated that the results of this study will be shared with the administrative supervisors of the Fine Arts programs within the 46 public junior colleges of Illinois.

It is anticipated that the results of the questionnaire returns will serve the 46 administrative supervisors of Fine Arts programs in contrasting the variances and similarities in the programs of the 26 colleges responding to the survey. It should aid the present administrative supervisors to evaluate and compare their programs and aid them further in developing their programs.

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[9] Don D. Twiford and Frank E. Wellman, Guidance Counseling and Testing Program Evaluation, United States Department of Health, Education and Welfare OE-25020 (Washington: U.S. Government Printing Office, 1961), pp. 4-5.

It is anticipated that all 46 administrative supervisors of Fine Arts programs within the Illinois public junior colleges may discover new suggestions to enhance each college's Fine Arts present modus operandi.

It is anticipated that the upper-echelon administration within the 46 public junior colleges of Illinois will be encouraged by the results of this study to make an in-depth study of each college's Fine Arts program. It is further hoped that such a study will result in strengthening the total fine arts program.

This study should assist emerging junior colleges by revealing data in the practices in existing colleges and describing existing programs which might be used as guides in the development of new programs.

The results of this study should afford the administrative supervisor of each of the 46 public junior college's Fine Arts programs with "ammunition" for confronting those problems too often faced: the annual battle of the budget; the inter-divisional jealousies which inevitably result in a total weakened Fine Arts program; the conflicts often resulting when upper-echelon administrators seemingly pit division against division; the too frequent demands on time in preparing voluminous reams of paper work, all too often approaching the ridiculous.

It may be assumed that each of the junior colleges has a college-recognized Fine Arts program. It is the purpose of this study to draw comparisons and note similarities between each of the 26 colleges participating in the survey. Specific weaknesses and strengths of each should become evident. It may, therefore, be said that this study seeks to fill a gap in present educational information by collecting, tabulating, analyzing, and evaluating data concerning the role of the administrative supervisor of the Fine Arts program in the Illinois public junior college. This information should clarify the extent and general nature of Fine Arts programs in the Illinois public junior college. Specifically, it should help to ascertain the problems faced by the administrative supervisors of Illinois public junior colleges' Fine Arts programs in regard to facilities, programs, budgets, administrative restrictions, staffing, as well as to determine if there are restrictions placed on Fine Arts programs by the four-year institutions and what effect these restrictions have on junior college programs.

Justification of the Problem

At present, research shows that there is little information available concerning the presence, extent of, and general nature of the role of the administrative supervisor of the Fine Arts program in the Illinois public junior college. This is understandable when one considers that the Illinois Legislature passed the Community College Act as late as 1965.

As far as can be determined, no one has undertaken such a study. The writer, presently serving as Chairman of the Division of Creative Arts in one of the largest Illinois public junior colleges, therefore, found it desirable to research the problem.

Definition of Terms

Throughout this study familiar and established Fine Arts terms have been used. For the purpose of clarity and consistency, the following term definitions apply.

Role: The responsibilities, problems, areas of concern, and rewards of the administrative supervisor of Fine Arts programs in the Illinois public junior college.

Administrative Supervisor: The individual employed and/or appointed to serve as the organizer and overseer of the total Fine Arts program.

Fine Arts Program: The junior college curricular and extra-curricular Fine Arts program including any or all of six specific disciplines: Art, Graphic Arts, Graphic Design, Music, Speech, and Theatre. All other disciplines are to be excluded.

Illinois Public Junior College: The two-year college, consisting of the first two years, as established by the legislative passage of the 1965 Community College Act, and recommended in the first master plan for Illinois higher education, Master Plan - Phase I.

Art: Baccalaureate-oriented or continuing education Fine Arts curriculum consisting of drawing, painting, sculpture, and ceramics.

Associate in Applied Science Degree: The degree awarded at the successful completion of the junior college two-year program, preparing the student for immediate employment.

Associate in Arts and Science Degree: The degree awarded at the successful completion of the junior college two-year program, preparing the student for transfer to a four-year college or university with third-year class standing.

Continuing Education: "Those non-credit activities conducted by instructional program elements which have been established to provide an educational service to the various members of the community, and are not part of the instructional program yielding an associate degree, advanced certificate, basic certificate or certificate of recognition, e.g., seminars, workshops, short courses, professional review courses and similar activities."[10]

Course: "The organization of subject matter into a series of lecture, discussion, laboratory, or other type of learning activities and the smallest organized segment or unit of an instructional program for which credit or credit equivalency is provided and for which a claim for state apportionment will be submitted."[11]

Curricula: Two or more curriculums.

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[10] Memorandum from Fred L. Wellman, Executive Secretary of the Illinois Junior College Board, Springfield, Nov. 5, 1971. pp. 7-8.

[11] *Ibid.*, p.8

Curriculum: "An organized pattern of instruction offered on a credit basis to serve a group of persons and yielding an associate degree, advanced certificate or basic certificate upon satisfactory completion."[12]

Developmental Programs: "For secondary school graduates and adults who lack the necessary preparation to begin either transfer or occupational programs or profitable employment."[13]

Field of Instruction: "Courses in area of concentration including occupational and academic disciplinary areas, including but not limited to majors."[14]

Graphic Arts: Baccalaureate-oriented or occupational-oriented printing curriculum.

Graphic Design: Baccalaureate-oriented or occupational-oriented commercial art curriculum.

Music: Baccalaureate-oriented or continuing education music curriculum.

Occupational Programs: "Aimed at preparation for employment--either directly upon completion or with additional education."[15]

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[12] *Ibid.*

[13] Clyde E. Blocker, Robert H. Plummer, and Richard C. Richardson, *The Two-Year College* (Englewood Cliffs: Prentice-Hall, Inc., 1965), p. 221.

[14] Fred L. Wellman, *op. cit.*

[15] Clyde E. Blocker, Robert H. Plummer, and Richard C. Richardson, *op. cit.*

Program: "When used in an institutional frame of reference for baccalaureate-oriented, occupational-oriented, or continuing education activities, "program" means the totality of baccalaureate-oriented, occupational-oriented or continuing education activities."[16]

Program: "When used in a specific frame of reference regarding instruction offered on a credit basis, "program" is a synonym for curriculum."[17]

Speech: Baccalaureate-oriented or continuing education speech curriculum.

Student Services: "Testing, counseling, occupational guidance, student activities, organizations, and individual appraisals."[18]

Theatre: Baccalaureate-oriented or continuing education theatre curriculum.

Transfer Programs: "Usually in traditional disciplines, may be pre-professionally oriented and are accepted for full credit by a university or college."[19]

Upper-echelon Administration: Those junior college administrators identified as President, Chancellor, Provost, Vice-president, Dean of the College, Dean of Instruction, Dean of Financial Affairs, and Deans of specific areas.

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[16] Fred L. Wellman, op. cit., pp. 8-9.

[17] Ibid.

[18] Clyde E. Blocker, Robert H. Plummer, and Richard C. Richardson, op. cit.

[19] Ibid.

Limitations

1. An existing limitation resided in the fact that not all Illinois public junior colleges participated in the survey.

2. Several of the returned questionnaires could not be used in the study. An answer to one question would appear to be contradictory to answers given later in the study. If the investigator found two such contradictions within a returned questionnaire, the entire questionnaire was discounted.

3. Several of the questionnaires had to be sent to faculty within a curriculum. This was a result of many of the college catalogs failing to identify any particular individual as the administrative supervisor. In such instances, a questionnaire was sent to a faculty member within each of the departments, and in addition, a questionnaire was also sent to the College's Dean of Instruction.

4. Although 28 replies were received (63.6 per cent) out of the 44 questionnaires sent out, 26, or slightly more than 59 per cent were used in this study. The two returns not used were contradictory in nature, thereby disqualifying consideration of these returns.

Delimitations

1. It is not within the scope of this study to investigate the Fine Arts programs of any private community junior college in the State of Illinois.

2. It is not within the scope of this study to investigate in any depth, existing Fine Arts programs in the nation's public junior

colleges, other than those specifically located in the State of Illinois.

3. Data concerning the Fine Arts programs of the responding junior colleges were obtained in total from the returned answered questionnaires. There was no effort to verify responses by making a personal contact.

4. The questionnaire was prepared in such a fashion that in addition to investigating the role of the administrative supervisor, additional information might be gained about each college's Fine Art program. Data gained will be shared with all 46 of the state's public junior colleges.

5. All data requested and replied to is concerned with but one academic year, and that is, the 1971-1972 academic year.

Design of Study

The procedure used in this study was: a) to collect quantitative and qualitative information relating to the role of the administrative supervisor of the Fine Arts programs, and other related materials, at all of the Illinois public junior colleges; b) to tabulate number-based responses and list word-based responses for analysis, comparison, and contrast to ascertain certain practices and trends; c) to evaluate the data and offer recommendations.

Acquiring and Assembling Information

In order to obtain necessary information to meet the goals of this study a questionnaire was constructed. Questions were based entirely on the experience of the researcher. However, an invitation to include any and all additional types of material was extended to each of those administrative supervisors receiving the questionnaire.

The questionnaire was revised several times. Of the existing 46 junior colleges, the questionnaire was sent to 44. This decision was based on the following rationale. The Community College of Decatur (District 537) was at the time of the study, in its formative year. The State Community College at East St. Louis is not a locally controlled district, but rather, it is under the direct supervision of the Illinois Junior College Board.

The questionnaires were mailed out. When it became evident that no response was forth-coming, a follow-up letter was sent.

Tabulating and Method of Analysis of the Responses

Answers were checked and verified on a running summary form which appears later in this study. The subjective answers were hand tallied and were converted into common answer forms or used in their original form.

Statistics were tallied using base of 26 usable replies.

The bases for these statistics are:
Number of schools selected: 44
Answers received: 28 (63.6 per cent return)
Usable answers: 26 (92.8 per cent of answers received)

Outline of the Study

Chapter 2 deals with a synthesized depiction of Illinois public junior college Fine Arts programs and a review of the literature. This section also includes for each of the examined 44 public junior colleges, a complete table of all Fine Arts courses offered in the 1971-1972 academic year, and their worth in credit hours.

Chapter 3 contains statistics and other information obtained as results from the questionnaires mailed out and returned. The answers are presented as raw statistics, percentages, and when necessary, explanatory material has been added. In addition, when applicable, related research and professional literature is documented.

Chapter 4 contains the implications of the survey.

Chapter 5 contains specific recommendations on the findings of the study described in the second, third, and fourth chapters, combined with the writer's own observations and experiences as an administrative supervisor of a Fine Arts program in an Illinois public junior college and his general reactions to the data of the study.

CHAPTER II

A SYNTHESIZED DEPICTION OF THE ILLINOIS PUBLIC JUNIOR COLLEGE FINE ARTS PROGRAM AND A REVIEW OF THE RELATED LITERATURE

Philosophy of the Community College

As introduced in Chapter One, the passage of the 1965 Community College Act by the Illinois Legislature introduced a new era in Illinois higher education. For the first time, specific action had been taken to insure all citizens of the state an opportunity to participate in a new experience. With the establishment of the state-wide community college concept, regional areas were given the right to hold referendums for both establishing a locally controlled district and the necessary tax base with which to support it.

Once the regional area had approved the formation of the community college, a seven member board of trustees was elected.

One of the first acts of the board of trustees was to discuss and decide upon the basic philosophical tenets on which the College was to be based. "From these discussions evolved the fundamental idea that the purpose of education is to improve man, and that society is improved by the improvement of the individuals who compose it. The individual has worth and dignity in his own right and should be educated to the fullest extent of his abilities and motivation. Thus, every citizen must have the opportunity to acquire the education that is appropriate for free men."[1]

Initial Responsibilities of the Local Board of Trustees

With the formulation of a basic philosophy came innumerable questions, problems, and decisions all affecting the end result.

John E. Rouche, George A. Baker II, and Richard L. Brownell state, "If the institution is to undertake a program of educational development, it should be the governing board . . . which establishes the policy giving priority to instructional improvement. . . . Working jointly with the president, the board might be expected to establish policy to:

1. Develop goals that accommodate the needs of students, parents of students, and the community as a whole.
2. Recommend programs which should be undertaken by the College to meet the goals of the institution.
3. Direct the implementation of systematic research to determine the level of achievement of stated goals.
4. Direct the allocation of resources with stated goals.
5. Maintain community support for and participation in the programs operated by the College.[2]

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[1] Michael Svob, Illinois Central College Self-Study, A report submitted as an application for membership to the North Central Association of Colleges and Secondary Schools (East Peoria: Illinois Central College, May 1, 1971), p. 35.

[2] George A. Baker, Richard L. Brownell, and John E. Roueche, Accountability and the Community College, Directions for the 70's (Washington: Educational Resources Information Center, Jan., 1971), pp. 16-17.

Some of the important decisions a governing board has to make are: How many students will be enrolled initially? How many students will be enrolled in five years, in ten years? What can be anditipated as the top enrollment?

The enrollment question is a very important one, especially when one considers that solutions to other questions are contingent on successfully projecting statistics over a period of years in the future. Certainly, the whole problem of determining revenue needs depends on first answering the enrollment question.

In examining the 1971-1972 financial report of Illinois Central College, one of the largest state public junior colleges, we discover that in the fall of 1971, student enrollment continued its dramatic increase. From an initial enrollment of 2,486 in 1967, the enrollment had climbed to 8,898. Of this total, 8,295 were in-district students, 586 out-of-district students, 12 were out-of-state students, and five were foreign students. There were 4,068 women and 4,830 men attending college classes. Of the total 8,898 students, 3,843 were classified as day students, 4,044 as evening students, and 1,011 attended both day and evening classes.[3]

As in the previous years, students came from all 26 high schools in District 514.

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[3] Michael Svob (ed.), Illinois Central College - The President's Annual Report, A report on college accreditation and college growth (East Peoria: Illinois Central College, 1972), pp. 10-11.

TABLE 4

NUMBER OF FEEDER HIGH SCHOOL STUDENTS ENROLLING AT ILLINOIS CENTRAL COLLEGE 1971-1972

Name of Feeder High School	Number of Students
Pekin High School	609
Peoria High School	588
East Peoria Community High School	510
Richwoods Community High School	496
Manual High School	480
Woodruff High School	387
Washington Community High School	357
Limestone High School	296
Academy of Our Lady	243
Spalding Institute	215
Bergan High School	193
Morton Township High School	188
Illinois Valley Central High School	178
Metamora High School	125
Eureka High School	95
Roanoke-Benson High School	81
Dunlap High School	73
Elmwood High School	68
Princeville Community High School	67
Low Point-Washburn High School	59
Farmington High School	54
Illini Bluffs High School	51
Tremont High School	50
El Paso High School	49
Deer Creek-Mackinaw High School	46
Brimfield High School	32
Graduates of out-of-state schools	977
G.E.D. holders	335
Non-high school graduates	242

It should be noted that this particular junior college district is composed of three counties, Peoria, Tazewell, and Woodford, with a 1970 population of 341,979.[4]

TABLE 5

1970 TRI-COUNTY POPULATION BY AGE GROUPS

Age Group	No. of Students
Under 5 years	29,468
5 - 14 years	69,968
15 - 24 years	57,321
25 - 44 years	81,078
45 - 64 years	70,315
65+ years	33,829

Nearly three-fourths of the total student body came from the under-30 age group, but the range was 15 to 72 years.

No doubt when this particular college's board of trustees defined the college's basic philosophy, its members did not anticipate such an amazing growth.

Once enrollment projections are established, the board turns its attention to one of the most pressing concerns: What sources of revenue exist for the educational fund budget?

It may be of interest for the reader to examine the following assessed valuation and tax rate history of Illinois Central College.[5]

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[4] Central Illinois Economic Development Council and Illinois Central College, Central Illinois Development Guide, A report on Peoria, Tazewell, and Woodford Counties (East Peoria: Illinois Central College, 1972-73) p. 11.

[5] Svob, Illinois Central College - The President's Annual Report, pp. 12-13.

TABLE 6

ILLINOIS CENTRAL COLLEGE
HISTORY OF ASSESSED VALUATION AND TAX RATE

Year	Assessed Valuation	Tax Rate
1966	$1,380,828,845	11.1¢
1967	1,553,452,593	21.4¢
1968	1,594,160,870	23.4¢
1969	1,649,589,293	23.0¢
1970	1,621,459,448	26.5¢
1971	1,704,753,317	23.8¢

TABLE 7

ILLINOIS CENTRAL COLLEGE
SOURCES OF REVENUE FOR THE 1971-72 EDUCATIONAL FUND BUDGET

Source	Monies	Percent
Local Taxes	$2,539,300	40.5
Chargebacks	300,000	4.8
State and Federal Taxes	2,275,670	36.3
Student Tuition and Fees	1,011,170	16.2
Other	138,100	2.2
Totals	$6,265,240	100.0

TABLE 8

ILLINOIS CENTRAL COLLEGE
SOURCES OF EXPENDITURES FOR THE 1971-72 EDUCATIONAL FUND BUDGET

Source	Monies	Percent
Instruction	$3,660,754	60.7
Learning Resource Center	303,408	5.0
Student Services	528,473	8.8
Data Processing Services	327,006	5.4
General Administration	274,728	4.6
Operational Maintenance of Plant	634,725	10.5
Institutional Expenses	301,442	5.0
	$6,030,536	100.0
Contingencies	250,000	
Total	$6,280,536	

There has been no effort to review the tax rate history of the other Illinois public junior colleges.

Organizational Structure of the Illinois Public Junior College Fine Arts Program

Stephen R. Nicholson is of the opinion that, "The growth of two-year colleges and their development in recent years suggests that size and age are organizational variables which must be subject to analysis . . . structurally designed to facilitate the realization of their curricular comprehensiveness, which is a common goal explicit in both their legal and philosophical foundation. They can be investigated for examples of centralization, departmentalization, and task differentiation."[6]

In his Study of Public Two-Year College Organizational Structure, Nicholson discusses the various modes of organization now in existence.[7]

> Departmentalization Organization Levels and Number of Units on Each Level. The two-year colleges, with four or five exceptions, use the traditional bureaucratic organizational charts to represent the relationship between various functions. Those who do not have three-dimensional models which represent a wider series of relationships and incorporate multi-structural design rather than the unitary two-dimensional traditional model.

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[6] R. Stephen Nicholson, A Study of Public Two-Year College Organizational Structure and Development of Technical Curricula (Washington: Educational Resources Information Center, April 30, 1971), pp. 22-23.

[7] Ibid., pp. 79-80.

Divisions and Departments. In structuring their operations, 20.3 percent of the colleges utilize both departmental and divisional sub-units. Others use either a division or a department title to designate their subordinate operational units. Divisional nomenclature is preferred in 45.4 percent of the sample, while 34.3 percent choose the departmental designation as their sole title for sub-divisions within the college.

Among the smaller colleges, 37.5 percent use a combination of departmental and divisional structural arrangements. The larger colleges choose either a divisional or departmental title and only 15.3 percent of the larger colleges utilize the combination to designate sub-units, with 14.8 percent of the medium and intermediate colleges adopting the combined arrangement.

In the case of the medium and medium-large colleges, 53 percent prefer the divisional title, while the largest colleges divide terminology almost equally between the two. As size increases, the department or division term predominates, and only 14 percent of the largest colleges utilize multiple terminology.

Nicholson's findings are justified if we analyze the following modes of Fine Arts organizational structure now existing in the public junior colleges of Illinois.

TABLE 9

PRESENT ORGANIZATIONAL STRUCTURE
ILLINOIS PUBLIC JUNIOR COLLEGES

College	October 1971 Enrollment	Organizational Structure
Belleville Area College	4,913	Department of Fine Arts and Foreign Language
Blackhawk College (Multi-Campus)	4,205	Division of Fine and Applied Arts
City of Chicago Colleges (Multi-Campus)		Department of Humanities, Art and Foreign
Amundson-Mayfair College	3,752	Language
Kennedy-King College	4,803	(The Department of Speech and the Department of Theatre are not part of the Division)

TABLE 9--Continued

College	October 1971 Enrollment	Organizational Structure
Loop College	10,142	Departments
Malcolm X College	8,156	Departments
Wright College	8,165	Departments
Olive Harvey College	5,172	Division of Humanities
Southwest College	5,359	Division of Art
College of DuPage	8,705	College units or Clusters
College of Lake County	4,554	Division of Humanities
Elgin Community College	2,830	Departments
Highland Community College	1,116	Division of Humanities
Illinois Central College	8,907	Division of Creative Arts
Illinois Eastern Junior College (Multi-Campus)		
Lincoln Trail College	615	Unidentifiable
Olney Central College	2,129	Division of Humanities and Division of Communications
Wabash Valley College	1,082	Departments
Illinois Valley Community College	2,811	Division of Fine Arts
John A. Logan College	1,326	Department of Communications and Humanities
Joliet Junior College	4,769	Departments
Kankakee Community College	1,489	Unidentifiable
Kaskaskia College	1,491	Division of Humanities
Kishwaukee College	1,763	Unidentifiable
Lake Land College	2,411	Division of Humanities
Lewis and Clark Community College	1,970	Division of Humanities
Lincoln Land Community College	4,650	Division of Performing Arts and Foreign Language
McHenry County College	1,262	Division of Humanities
Moraine Valley Community College	3,868	Department of Humanities
Morton College	2,490	Departments
Oakton Community College	2,330	College units or Clusters
Parkland College	4,007	Division of Communications
Prairie State College	3,817	Departments
Rend Lake College	1,101	Unidentifiable
Rock Valley College	3,916	Division of Humanities and Math, and the Division of Communications
Sauk Valley College	1,614	Division of Humanities, and the Division of Language Communications

TABLE 9--Continued

College	October 1971 Enrollment	Organizational Structure
Shawnee College	841	Division of Language Communications
Southeastern Illinois College	1,186	Division of Humanities
Spoon River College		Unidentifiable
Thornton Community College	6,797	Division of Humanities, and the Division of Communications
Triton College	12,222	Departments
Waubonsee Community College	3,564	Division of Humanities
William Rainey Harper College	8,917	Division of Humanities and Fine Arts, and the Division of Communications

The above data may appear to suggest that one of the weaknesses of the Illinois public junior college is a lack of agreement on organizational terminology. This is not the case. The 1967 North Central Association of College and Secondary Schools' Guide for the Evaluation of Institutions of Higher Education states, "It is not to be expected that all institutions will have the same administrative organization--the same pattern of offices and lines of responsibility; rather, each college and university should have a plan of organization and procedure that works well in its particular situation."[8]

There does exist a variety of philosophies as to how each of the six curriculums, (art, graphic arts, graphic design, music, speech, and theatre) should be identified. That is, in what division or department should each be located? This is not only peculiar to the state junior colleges as a whole, but also applies to the multi-campus junior college such as we find in the City of Chicago colleges. In this instance, we have seven junior colleges under the governing control of one local board of trustees. In examining the City of Chicago Colleges' Fine Arts organization, we discover that one college identifies its Fine Arts program as the Department of Humanities, three colleges have established autonomous departments (Department of Art, Department of Music, etc.), two colleges identify all of the Fine Arts program in the Division of Humanities, while the remaining junior college is structured as a separate entity with a Dean of Art at its head.

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[8] North Central Association of Colleges and Secondary Schools, Guide for the Evaluation of Institutions of Higher Education, a report prepared by the Commission on Colleges and Universities (Chicago: North Central Association of Colleges and Universities, 1967), p. 9.

This lack of consistency aroused one of the Fine Arts administrative supervisors to comment, "I can't separate the departments. There is no division structure and little inter-relationship, but there should be."

On the other hand, one of the administrative supervisors suggested that since his college exists primarily to facilitate learning, it has avoided the traditional grouping of teachers and courses into departments or divisions.

According to the 1967 North Central Association's Guide for the Evaluation of Higher Education, however, there exists little reason for such expressed concern. The Guide states that like other types of organization, a college or university operates within a hierarchical structure in which the various positions, each with a defined area of responsibility and authority, are related to each other through a chain of command. The report, in addition, suggests that the hierarchical structure is further characterized by a formally organized system of rules and regulations which govern the making of decisions and their implementation.[9]

One type of Fine Arts organizational structure may be examined in the following example. This particular structure exists at Illinois Central College.

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[9] Ibid.

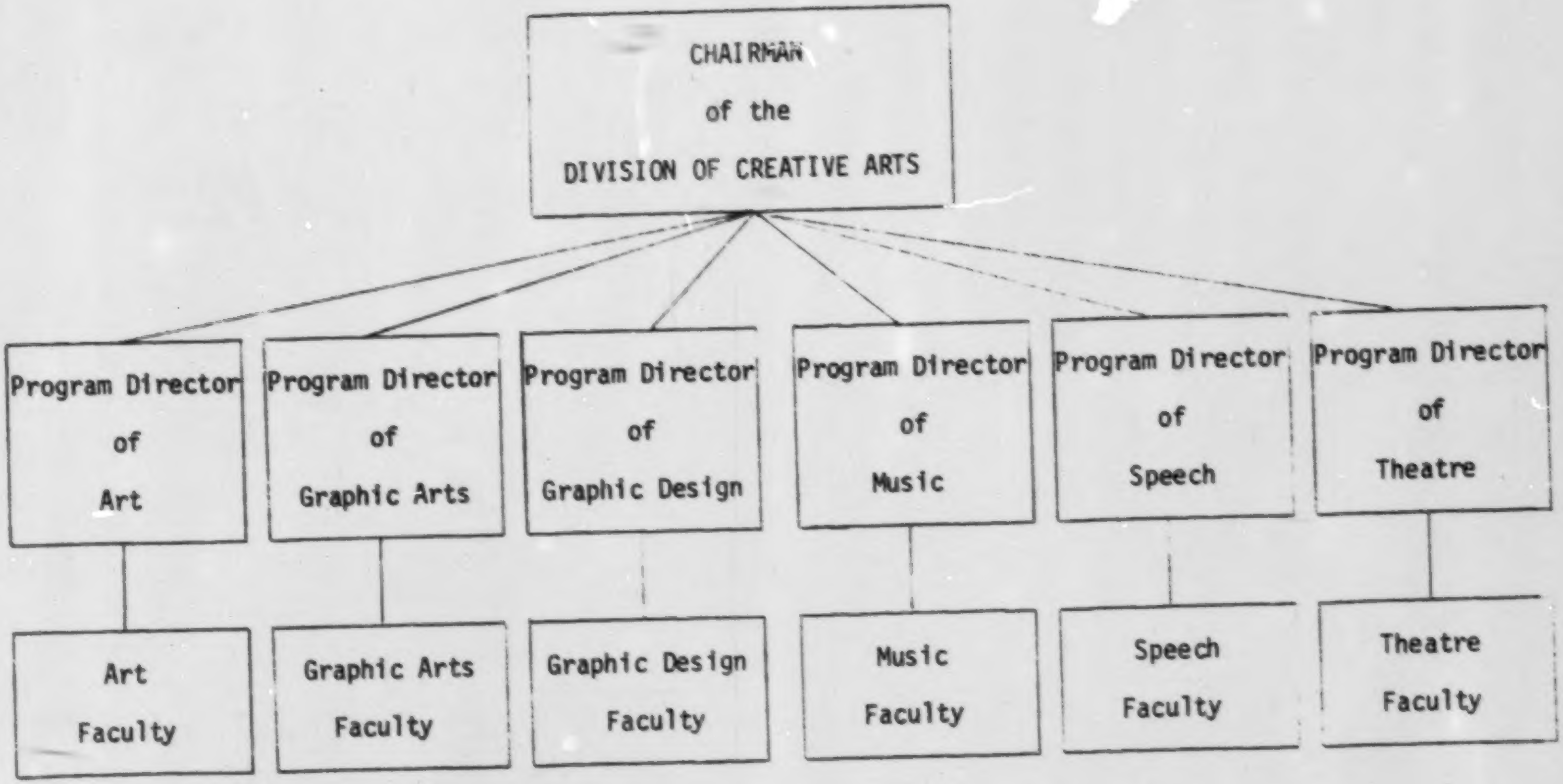
CHAIRMAN
of the
DIVISION OF CREATIVE ARTS
Program Director of Art
Program Director of Graphic Arts
Program Director of Graphic Design
Program Director of Music
Program Director of Speech
Program Director of Theatre
Art Faculty
Graphic Arts Faculty
Graphic Design Faculty
Music Faculty
Speech Faculty
Theatre Faculty

Figure 1.--Organizational Chart of Illinois Central College's Division of Creative Arts

J. Braxton Harris infers that the division chairman is appointed by a Curriculum Committee, composed of a member of the Board of Trustees, the President, an elected representative of the department chairmen, a student representative, and is chaired by the Dean of Academic Affairs.[10] This, however, is not verified in the course of this particular study. In almost all instances, the division chairmen were appointed by the Deans of Instruction. This procedure, however, may be subject to criticism.

Fine Arts Curricula

As there exist a great disparity in the types of organizational structure in the Illinois public junior colleges, there also exists a considerable variance in programs offered within the Fine Arts curricula. Statistics verifying the previous statement are presented in Chapter three.

The following six tables present a complete picture of courses offered within each of the junior colleges.

Illinois Central College includes six specific disciplines within the fine arts programs. These include art, graphic arts, graphic design, music, speech, and theatre. Therefore, as a result of the researcher's experience, this study is concerned with these six particular areas.

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[10] J. Braxton Harris, Administrative Missions of the Two-Year College (Washington: Educational Resources Information Center, 1970) p. 11.

TABLE 10

ILLINOIS PUBLIC JUNIOR COLLEGE COURSE OFFERINGS

ART CURRICULUM

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Belleville Area College	101	Understanding the Arts		3
	111	Basic Design I		3
	112	Basic Design II		3
	113	Ceramics		3
	211	Painting I		3
	212	Painting II		3
	250	Drawing		2
	260	Art for the Elementary Teacher		3
Black Hawk College	097	Beginning Painting		3
	100	Art Appreciation		2
	101	Visual Design		3
	111	Visual Design		3
	121	Drawing and Drawing Theory		3
	122	Drawing and Drawing Theory		3
	201	Life Drawing		3
	202	Life Composition		3
	211	Painting		3
	212	Painting		3

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semster Hours Credit
Black Hawk College -- Continued	231	Craft Workshop		3
	251	Sculpture		3
	252	Sculpture		3
	271	Ceramics		3
	272	Ceramics		3
	281	History of Art		3
	282	History of Art		3
Carl Sandburg College	100	Survey of Art History	4	
	101	Introduction to Art	4	
	110	Drawing I	4	
	210	Drawing II	4	
	116	Design	4	
	120	Painting	4	
	200	19th-20th Century Art Survey	4	
City Colleges of Chicago	103	Art Appreciation		3
	105	History of Painting, Sculpture and Architecture		3
	115	Photography		2
	116	Advanced Photography		2
	118	Cinematography I		2
	119	Cinematography II		3
	120	Display Techniques I		2
	121	Display Techniques II		2
	130	Afro-American Art		3
	131	General Drawing		2

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
City Colleges of Chicago -- Continued	140	Art for the Young Child		2
	141	Introduction to the Visual Arts		2-3
	142	Figure Drawing and Composition		2
	143	Advanced Figure Drawing		2
	144	Two Dimensional Design		2
	145	Three Dimensional Design		2
	150	Crafts Workshop		2-3
	161	Freehand Drawing		2
	162	Architectural Representations		2
	163	Water Color Painting		2
	166	Oil Painting Techniques		2
	167	Advanced Oil Painting Techniques		2
	191	Interior Design		2
	196	Ceramics and Sculpture		2
	197	Advanced Ceramics and Sculpture		2
	200	Individual Art Projects		1-2
	202	Advanced Individual Projects		2
	250	Contemporary Art Education		3
College of DuPage	091	Art Interpretation	2	
	101	Drawing	2	
	102	Drawing	2	
	103	Drawing	2	
	151	Design	2	
	152	Design	2	
	153	Design	2	
	201	Life Drawing	3	

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
College of DuPage -- Continued	211	Art History	3	
	212	Art History	3	
	213	Art History	3	
	221	Painting	2	
	222	Painting	2	
	223	Painting	2	
	231	Sculpture	2	
	232	Sculpture	2	
	233	Sculpture	2	
	241	Ceramics: Pottery	2	
	242	Ceramics: Pottery	2	
	243	Ceramics: Pottery	2	
	251	Craft Processes: Introduction	2	
	252	Craft Processes: Stone and Metal Working	2	
	253	Craft Processes: Media Combinations and Studio Problems	2	
	261	Textile Design	2	
	262	Textile Design	2	
College of Lake County	121	Introduction to Art		3
	122	Basic Color and Design		3
	123	Color and Design Techniques		3
	124	Basic Drawing		3
	125	Art for Elementary Teachers		2
	126	Art for Elementary Teachers		2

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
College of Lake County -- Continued	128	Water Color		2
	125	Art for Elementary Teachers		2
	126	Art for Elementary Teachers		2
	128	Water Color		2
	221	Advanced Design		3
	224	Beginning Painting		3
	225	Figure Drawing		3
	227	Advanced Painting		3
Danville Junior College	115	Art Appreciation		3
Elgin Community College	101	Drawing I		3
	102	Drawing II		2
	103	Sculpture I		2
	104	Sculpture II		2
	105	Ceramics I		2
	106	Ceramics II		2
	107	Painting I		2
	108	Painting II		2
	109	Design I		2
	110	Design II		3
	111	Jewelry I		2
	112	Jewelry II		2
	113	Printmaking I		2
	114	Printmaking II		2
	115	Art Appreciation		3
	120	Basic Photography I		2

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Elgin Community College -- Continued	121	Basic Photography II		2
	151	History of Art I		3
	152	History of Art II		3
Highland Community College	098	Art Materials and Processes		1
	110	Introduction to Art I		2
	111	Introduction to Art II		2
	113	Drawing I		3
	114	Drawing II		3
	115	Basic Design I		3
	116	Basic Design II		3
	211	Painting I		3
	212	Painting II		3
	215	Art History I		3
	216	Art History II		3
Illinois Central College	110	Introduction to Art		3
	111	Two-Dimensional Design		3
	112	Three-Dimensional Design		3
	120	Basic Drawing		3
	121	Basic Drawing		3
	130	Surface Design - Forms		2
	131	Surface Design - Hard Fabrication		2
	132	Surface Design - Soft Fabrication		2
	200	Painting		3

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Illinois Central College -- Continued	201	Painting		3
	202	Introduction to Jewelry		2
	204	Basic Ceramics		2
	206	Basic Sculpture		3
	208	Advanced Drawing I		3
	210	Print Making		3
	220	Art Education for the Elementary Teacher		3
	230	Art History		3
	231	Art History		3
Illinois Valley Community College	101	Introduction to Art		2
	103	Art for Elementary Teachers		2
	104	Art for Elementary Teachers		2
	105	Basic Color and Design		2
	106	Color and Design Techniques		2
	107	Drawing		2
	108	Figure Drawing		2
	109	Painting		2
	111	Water Color Painting		2
	113	Beginning Ceramics		2
	115	Interior Design		2
	120	Sculpture		2
	201	Advanced Design		2
	202	Advanced Design		2

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Illinois Valley Community College -- Continued	210	Advanced Oil Painting		2
	214	Advanced Ceramics		2
	217	Printmaking		2
John A. Logan College	111	Art Appreciation	3	
	180	Beginning Drawing	2	
	181	Beginning Drawing	2	
	185	Life Drawing	4	
	190	Introduction to Visual Elements	4	
	191	Introduction to Visual Elements	4	
	192	Introduction to Visual Elements	4	
	210	Art Education	4	
	220	Art History	3	
	221	Art History	3	
	222	Art History	3	
	230	Beginning Painting	4	
	240	Beginning Sculpture	2	
	241	Beginning Sculpture	2	
	290	Oil Painting	2	
Joliet Junior College	101	Freehand Drawing		3
	102	Freehand Drawing		3
	103	Design		2
	104	Design		2

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semster Hours Credit
Joliet Junior College -- Continued	105	Painting		3
	106	Painting		3
	107	Introduction to Ancient and Medieval Art		3
	108	Introduction to Renaissance, Baroque, and Modern Art		3
	109	Introduction to the Visual Arts		2
	111	Beginning Pottery		3
	112	Pottery		3
	213	Life Drawing		3
	214	Life Drawing		3
	215	Art Education		3
Kankakee Community College	1503	Basic Drawing		3
	1513	Basic Design		3
	1613	Art Appreciation		3
Kaskaskia College	101	Drawing		3
	102	Design		3
	205	Introduction to Oil Painting		3
	206	Advanced Problems		3
	105	Art Appreciation		3
	109	Creative Activity		3
	115	Beginning Ceramics		3

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Kaskaskia College -- Continued	215	Intermediate Ceramics		3
	216	Advanced Ceramics		3
Kishwaukee College	100	Basic Drawing		3
	101	Intermediate Drawing		3
	200	Life Drawing I		3
	201	Life Drawing II		3
	211	Beginning Design		3
	212	Intermediate Design		3
	235	Beginning Metalwork and Jewelry		3
	236	Intermediate Metalwork and Jewelry		3
	241	Beginning Pottery		3
	242	Intermediate Pottery		3
	260	Beginning Painting		3
	261	Intermediate Painting		3
	282	Introduction to the Visual Arts		3
	291	History of Art I		3
	292	History of Art II		3
	293	History of Art III		3
Lake Land College	080	Art for Children	4	
	100	Drawing I	4	
	101	Drawing II	4	
	110	Design I	4	
	111	Design II	4	

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Lake Land College -- Continued	140	Introduction to Art	4	
	205	Painting I	4	
	244	Art for Teachers in the Elementary Grades	4	
	250	Understanding Art	4	
	260	Art History	4	
	265	Fundamentals of Art	4	
Lewis & Clark Community College	130	Introduction to the Visual Arts		3
	131	Basic Design		3
	132	Basic Design, Intermediate		3
	133	Drawing I		3
	134	Drawing II		3
	137	Elementary Ceramics I		3
	138	Elementary Ceramics II		3
	141	History of Art I		3
	142	History of Art II		3
	233	Advanced Drawing I		3
	234	Advanced Drawing II		3
	235	Beginning Oil Painting		3
	236	Intermediate Painting		3
	237	Advanced Ceramics I		3
	238	Advanced Ceramics II		3
	241	Introduction to Printmaking		3
	245	Introduction to Watercolor		3
	251	Introduction to Weaving		3

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Lincoln Land Community College	101	Art Appreciation	4	
	115	3-Dimensional Design	4	
	118	Ceramics I	4	
	201	Drawing I	4	
	202	Drawing II	4	
	204	Art History	4	
	205	Art History II	4	
	206	Art History III	4	
	207	Art Education	4	
	211	Painting I	4	
	212	Painting II	4	
	215	Sculpture	4	
	221	Printmaking I	4	
	222	Printmaking II	4	
	224	Jewelry Design and Metalsmithing I	4	
	225	Jewelry Design and Metalsmithing II	4	
Lincoln Trail College	121	Design	4	
	131	Basic Drawing	4	
	141	Advanced Basic Drawing	4	
	211	Art History and Appreciation	4	
	221	Art for Elementary School Teachers	4	
	241	Ceramics	3	

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
McHenry County College	151	Art Appreciation		3
	153	Design I		3
	154	Design II		3
	156	Drawing & Composition I		3
	157	Drawing & Composition II		3
	160	Painting I		3
	241	Beginning Photography		3
	261	Painting II		3
	271	Beginning Pottery		3
Moraine Valley Community College	101	Freehand Drawing		3
	102	Figure Drawing		3
	103	Recreational Arts and Crafts		2
	111	Fundamentals of Art I		3
	112	Fundamentals of Art II		3
	115	Ceramics		2
	201	Advanced Drawing I		3
	202	Advanced Drawing II		3
	205	Art History I		3
	206	Art History II		3
Morton College	101	Two-Dimensional Fundamentals		3
	102	Three-Dimensional Fundamentals		3
	103	Drawing		2
	105	Painting		2

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Morton College -- Continued	111	Sculpture		2
	113	Ceramics		2
	115	Photography		2
	116	Photography		2
	118	Jewelry		2
	121	Printmaking		2
	125	Art History-World Survey		3
	126	Art History-World Survey		3
	205	Painting		2
	211	Sculpture		2
	213	Ceramics		2
	217	History of Primitive Art		3
	219	Art History of Modern World		2
Oakton Community College	105	Fundamentals of Two-Dimensional Art		3
	107	Fundamentals of Three-Dimensional Art		3
	111	History of Art		
	112	History of Art		
	115	Photography		3
	121	Art Education		2
	122	Art Education		2
	103	Introduction to Art		

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Olney Central College	111	Design I	4	
	121	Design II	4	
	131	Drawing I	4	
	141	Drawing II	4	
	151	Painting I	4	
	161	Painting II	4	
	111	Introduction to Art	4	
	211	Art History and Appreciation	4	
	221	Art for Elementary School Teachers	4	
	241	Ceramics	4	
Parkland College	100	Introduction to the Visual Arts	4	
	101	Introduction to Art I	4	
	102	Introduction to Art II	4	
	104	Basic Design	4	
	105	Basic Drawing	4	
	106	Basic Figure Drawing	4	
	107	Painting	4	
	108	Ceramics	4	
	109	Special Projects	4	
	110	Arts and Crafts	4	
	111	Metal Welding	4	
	201	Still Life I	4	
	202	Still Life II	4	
	204	Figure Drawing	4	

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Parkland College -- Continued	205	Design	4	
	206	Design	4	
	208	Ceramics II	4	
	209	Ceramics III	4	
Prairie State College	101	Design		3
	102	Design		3
	103	Multimedia Drawing		3
	104	Multimedia Drawing		3
	110	Materials Workshop I		3
	111	Materials Workshop II		3
	121	History of Western Art, Prehistory to Medieval		
	122	History of Western Art, Renaissance to Modern		3
	123	History of Western Art, Modern to Contemporary		3
	124	History of Architecture		
	127	Art History Through Travel		4-5
	128	Art History Through Travel		4-5
	129	Art History Through Travel		4-5
	130	Survey of Afro-American Art		3
	140	Textiles		3
	141	Interior Design		3
	142	Interior Design		3
	161	Life Class I		3
	162	Life Class II		3

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Prairie State College -- Continued	201	Painting		3
	202	Painting		3
	203	Sculpture		3
	204	Sculpture		3
	243	Interior Design		3
	244	Interior Design		3
	245	Source Materials		3
	246	Special Design		3
	271	Photography I		3
	272	Photography II		3
Rend Lake College	113	Design		3
	114	Design		2
	115	Drawing		3
	116	Drawing		2
Rock Valley College	100	Introduction to Studio Art		3
	101	Drawing and Composition I		3
	102	Drawing and Composition II		3
	103	Design I		3
	111	Painting I		3
	113	Painting Techniques and Materials		3
	131	Introduction to Art		3
	212	Painting II		3
	213	Painting III		3
	215	Printmaking		3

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Rock Valley College -- Continued	241	Design II		3
	243	History of Art I		3
	244	History of Art II		3
	250	Special Projects		3
Sauk Valley College	101	Beginning Design		3
	102	Intermediate Design		3
	113	Basic Drawing I		2
	114	Basic Drawing II		2
	119	Art Survey		3
	123	Fundamentals of Art I		2
	124	Fundamentals of Art II		2
	202	Painting-Watercolor		2-3
	203	Painting-Oil		2-3
	213	Intermediate Drawing I		2
	214	Intermediate Drawing II		2
	219	Ceramics I		3
	220	Ceramics II		3
	260	Art Activities for Elementary Children		2
Shawnee College	114	Art Appreciation	4	
	111	Art Structure	4	
	112	Art Design	4	
	113	Painting	4	

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Southeastern Illinois College	121	Art Appreciation		2
	141	Drawing		3
	142	Sculpture		3
Spoon River College	091	Art Crafts		3
	101	Freehand Drawing		3
	102	Figure Drawing		3
	111	Fundamentals of Art		3
	112	Fundamentals of Art		3
	122	Art Appreciation to the 18th Century		2
	123	Art Appreciation fo the Present		2
	150	Beginning Sculpture		3
	200	Introduction to Painting I		3
	170	Studio Painting I		3
	175	Studio Painting II		3
Thornton Community College	100	The Nature of Art		2
	101	Drawing I		3
	102	Drawing II		2
	103	Careers in Art		1
	105	History of Art I		3
	106	History of Art II		3
	111	Two Dimensional Design		2
	112	Three Dimensional Design		3

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Thornton Community College -- Continued	113	Color Theory in Design		2
	201	Painting		3
	202	Advanced Painting		3
	203	Life Drawing		2
	204	Advanced Life Drawing		2
	205	Sculpture		3
	206	Printmaking		2
	207	Advertising Design I		2
	208	Art Education Workshop		3
	211	Painting with New Media		3
	212	Painting Studio		3
	215	Advanced Sculpture		3
	216	Advanced Printmaking		2
	217	Advertising Design II		2
	218	Modern Painting and Sculpture		3
	227	Advertising Design III		2
	241	Art Internship		2
Triton College	011	Drawing and Composition		2
	016	Design I		2
	017	Design II		3
	025	Life Drawing I		2
	027	Life Drawing II		2
	050	Painting I		2
	111	Introduction to Ancient and Medieval Art		3

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Triton College -- Continued	112	Introduction to Renaissance and Modern Art		3
	115	Art Orientation		2
	116	Color Composition		2
	117	Drawing I		3
	118	Drawing II		2
	119	Design I		2
	120	Design II		3
	121	Drawing Theory I		2
	122	Drawing Theory II		2
	125	Life Drawing I		2
	126	Life Drawing II		2
	135	Ceramics I		2
	136	Ceramics II		2
	141	Painting I		2
	142	Painting II		2
	151	Sculpture I		2
	152	Sculpture II		2
	190	Recreational Arts & Crafts		2
Wabash Valley College	111	Design I	4	
	121	Design II	4	
	131	Drawing I	4	
	141	Drawing II	4	
	151	Painting I	4	

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semster Hours Credit
Wabash Valley College -- Continued	161	Painting II	4	
	211	Art History and Appreciation	4	
	221	Art for Elementary School Teachers	4	
	241	Ceramics	4	
Waubonsee Community College	100	Art Appreciation		3
	101	History of Art I		3
	102	History of Art II		3
	111	Design I		3
	112	Design II		3
	121	Basic Drawing I		2
	122	Basic Drawing II		2
	225	Life Drawing		3
	231	Painting I		3
	232	Painting II		3
	141	Ceramics I		3
	142	Ceramics II		3
William Rainey Harper College	105	Art Appreciation		3
	110	Drawing I		3
	111	Drawing II		3
	121	Design I		3
	122	Design II		3
	180	Interior Design Workshop I		2
	181	Interior Design Workshop II		2

TABLE 10--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
William Rainey Harper College -- Continued	201	Drawing III		3
	202	Drawing IV		3
	206	Print Making I		2
	207	Print Making II		2
	225	Figure Drawing I		3
	226	Figure Drawing II		3
	236	Composition I		2
	237	Composition II		2
	261	Painting		2
	262	Advanced Painting		2
	291	Ceramics I		2
	292	Ceramics II		2
	296	Sculpture I		2
	297	Sculpture II		2

Source: 1971-1972 College Catalogs.

TABLE 11

ILLINOIS PUBLIC JUNIOR COLLEGE COURSE OFFERINGS

GRAPHIC ARTS CURRICULUM

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
College of DuPage	101	Introduction to the Graphic Arts	5	
	102	Cold and Hot Type Composition	5	
	103	Introduction to Press Operating	5	
	110	Stripping and Platemaking	5	
	120	Technology of Printing Processes	4	
	151	Line and Halftone Processing	5	
	152	Line and Halftone Processing	5	
	201	Advanced Automatic Press Operation	5	
	202	Advanced Shop Practices	5	
	203	Advanced Shop Practices	5	
Illinois Central College	110	Introduction to Offset and Letterpress Printing		4
	112	Cold and Hot Type Composition, Paste Up		3
	120	Basic Line and Halftone Photography		3

TABLE 11--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Illinois Central College -- Continued	140	Fundamental Presswork		2
	150	Production Techniques and Processes		3
	201	Shop Safety		2
	211	Introduction to Presswork		5
	220	Basic Stripping and Platemaking		2
	240	Advanced Presswork		4
	244	Supplies and Materials, Estimating		3
	246	Finishing Processes in Printing		3
Morton College	101	Survey of the Graphic Arts		3
	105	Presswork, Lockup and Imposition		3
	110	Offset Fundamentals		3
	210	Presswork-Offset		3
Prairie State College	153	Production Processes I		3
	154	Production Processes II		3
Thornton Community College	101	Introduction to Graphic Arts		3
	102	Copy Preparation I		4
	105	Reproduction Photography: Platemaking I		3

TABLE 11--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Thornton Community College -- Continued	201	Graphic Arts Industry		2
	202	Presswork and Finishing I		4
	203	Reproduction Camera II		3
	204	Copy Preparation II		3
	205	Presswork and Finishing II		3
	206	Printing Estimating		3
	231	Production Techniques and Processes I		2
	232	Production Techniques and Processes II		
Triton College	012	Introduction to Offset Lithography		4
	013	Cold and Hot Type Composition		4
	033	Lithographic Photography		4
	044	Lithographic Press Work		4
	056	Lithographic Stripping and Platemaking		2
	067	Finishing Processes in Printing		2
	078	Estimating and Printing Materials		4

TABLE 11--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Triton College -- Continued	086	Advanced Lithographic Press Work		4
	084	Production Techniques and Processes		3

Source: 1971-1972 College Catalogs.

TABLE 12

ILLINOIS PUBLIC JUNIOR COLLEGE COURSE OFFERINGS

GRAPHIC DESIGN CURRICULUM

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Black Hawk College	241	Calligraphy and Layout		3
	242	Calligraphy and Layout		3
City Colleges of Chicago	170	Typography		2
	171	Production Art		2
	172	Communications Design I		3
	173	Key Line and Paste Up		2
	174	Advanced Commercial Art I		3
	175	Advanced Commercial Art II		3
	176	Graphics Design I		3
	177	Graphics Design II		3
	178	Television Communication Technique I		3
	179	Television Communication Technique II		3
	180	Visual Communications		2
	190	Commercial Media		2
	272	Communications Design II		3

TABLE 12--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Illinois Central College	114	Watercolor Illustration		2
	140	Introduction to Graphic Design		3
	141	Introduction to Graphic Design		3
	142	Lettering		2
	210	Introduction to Printing Processes		5
	240	Advanced Graphic Design		3
	241	Advanced Graphic Design		3
	242	Perspective Drawing		3
Moraine Valley Community College	113	Lettering and Layout		3
Prairie State College	151	Advertising Design		3
	152	Advertising Design		3
	171	Illustration I		3
	172	Illustration II		3
	291	Advertising Design		3
	292	Advertising Design		3
Southeastern Illinois College	121	Graphics I		3
	122	Graphics II		3
Spoon River College	105	Lettering		3
	140	Commercial Art		3

TABLE 12--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Thornton Community College	114	Lettering and Typography		2
	235	Illustration		2
Triton	080	Graphic Design I		3
	081	Graphic Design II		3
	083	Lettering and Typography		3
	086	Illustration I		2
	087	Illustration II		2
	090	Practicum in Advertising Art		3
	133	Experimental Design I		2
	134	Experimental Design II		2

Source: 1971-1972 College Catalogs.

TABLE 13

ILLINOIS PUBLIC JUNIOR COLLEGE COURSE OFFERINGS

MUSIC CURRICULUM

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Belleville Area College	101	Introduction to Music		2
	102	Fundamentals of Music		3
	105	Music Theory		4
	106	Music Theory		4
	111	Class Instruction in Piano		2
	112	Class Instruction in Piano		2
	113	Class Instruction in Voice		2
	114	Class Instruction in Voice		2
	121-132	Private Applied Music		2
	205	Harmony		4
	206	Harmony		4
	207	Music for the Elementary Teacher		3
	213	Class Instruction in Piano		2
	215-216	Class Instruction in Brass and Percussion		2
	217-218	Class Instruction in Wood-Winds		2
	219-220	Class Instruction in Strings		2
	221-232	Private Applied Music		2

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Belleville Area College - Continued	159-160	Concert Band		1
	259-260	Concert Band		1
	161-162	College Choir		1
	261-262	College Choir		1
	163-164	Stage Band		1
	263-264	Stage Band		1
	165-166	Instrumental Ensemble		1
	265-266	Instrumental Ensemble		1
	167-168	Chamber Singers		1
	267-268	Chamber Singers		1
	169-170	Women's Ensemble		1
	269-270	Women's Ensemble		1
Black Hawk College	101	Instrumental Ensemble		1
	102	Stage Band		1
	103	Instrumental Chamber Ensemble		1
	105	Opera Workshop		1
	107	Choir		1
	109	Chamber Singers		1
	111	Theory of Music		4
	112	Theory of Music		4
	115	Fundamentals of Music		2
	151	Basic Music Literature		2
	152	Basic Music Literature		2
	211	Theory of Music		4
	212	Theory of Music		4

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Black Hawk College -- Continued	253	Introduction to Music		2
	254	Introduction to Music		2
	121-221	Elementary Voice		1-2
	123-223	Elementary Piano		1-2
	141-241	Elementary Brass Instrument		1-2
	143-243	Elementary Woodwind Instrument		1-2
	145-245	Elementary String Instrument		1-2
	147-247	Elementary Percussion Instrument		1-2
	125-225	Voice		1-2-3
	127-227	Piano		1-2-3
	129-229	Organ		1-2-3
	131-231	Brass Instrument		1-2-3
	133-233	Woodwind Instrument		1-2-3
	135-235	String Instrument		1-2-3
	137-237	Percussion Instrument		1-2-3
Carl Sandburg College	100	Music Appreciation	4	
	101	Music Fundamentals	4	
	120	Vocal Class	1	
	121	Vocal Class	1	
	122	Vocal Class	1	
	130	Piano Class	1	
	131	Piano Class	1	
	132	Piano Class	1	
	140	Applied Music	1	

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Carl Sandburg College -- Continued	150	Music Theory I	4	
	151	Music Theory II	4	
	152	Music Theory II	4	
	160	Ensemble	1	
	180	College Chorus	1/2	
	200	Music Literature	4	
	230	Advanced Piano Class	1	
	231	Advanced Piano Class	1/2	
	232	Advanced Piano Class	1/2	
	250	Advanced Music Theory I	4	
	251	Advanced Music Theory II	4	
	252	Advanced Music Theory III	4	
City Colleges of Chicago	102	Music Theory I		3
	103	Music Theory II		3
	201	Music Theory III		3
	202	Music Theory IV		3
	111	Sight Singing I		1
	112	Sight Singing II		1
	211	Sight Singing III		1
	212	Sight Singing IV		1
	221	Chamber and Orchestral Literature		3
	222	Vocal and Choral Literature		3
	105	Group Piano I		1
	106	Group Piano II		1

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semster Hours Credit
City Colleges of Chicago -- Continued	113	String Instruments I		1
	114	String Instruments II		1
	115	Woodwind Instruments I		1
	116	Woodwing Instruments II		1
	117	Brass Instruments I		1
	118	Brass Instruments II		1
	119	Percussion I		1
	120	Percussion II		1
	150	Class Voice I		1
	151	Class Voice II		1
	160-161	Applied Piano		1-2
	170-171	Applied Piana		1-2
	162-163	Applied Voice		1-2
	172-173	Applied Voice		1-2
	164-165	Applied Brass		1-2
	174-175	Applied Brass		1-2
	166-167	Applied Woodwind		1-2
	176-177	Applied Woodwind		1-2
	168-169	Applied Strings		1-2
	178-179	Applied Strings		1-2
	131	Chorus		1
	132	A Cappella Singing		1
	133	Concert Band		1
	134	Orchestra		1
	135	Instrumental Ensembles		1
	136	Vocal Ensembles		1
	200	Black Music Workshop		3

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
City Colleges of Chicago -- Continued	204	Commercial Music Workshop I		2
	205	Commercial Music Workshop II		2
	104	Sixteenth Century Counterpoint		3
	203	Composition		2
	206	Conducting		2
	207	Orchestration and Arranging		2
	223	Music History to 1750		3
	224	Music History from 1750		3
	147	Music for the Classroom Teacher		3
	148	Music for the Young Child		2
	149	Music for Recreational Leaders		1
	208	Gospel Art and Artists		1
	121	Introduction to Music		3
	088	Music Orientation		3
	101	Fundamentals of Music Theory		3
	144	Class Piano I		1
	145	Class Piano II		1
College of DuPage	101	Fundamentals of Music	4	
	102	Theory of Music	4	
	103	Theory of Music	4	
	111	History of Music	3	
	112	History of Music	3	

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
College of DuPage -- Continued	113	Twentieth Century Tendencies in Music	3	
	120	College of DuPage Concert Choir	1	
	130	College of DuPage Singers	1	
	140	Symphony Orchestra	1	
	150	College of DuPage Community Chorus	1	
	160	Music Theatre	1	
	170	Class Voice	2	
	180	Concert Band	2	
	190	Stage Band	2	
	200	Marching Band	2	
	201	Advanced Theory of Music	3	
	202	Advanced Theory of Music	3	
	203	Advanced Theory of Music	3	
College of Lake County	121-122	Choral		1
	123	Instrumental Ensemble I		1
	124	Introduction to Music		3
	125	Instrumental Ensemble II		1
	126	Music Skills for Classroom Teachers		3
	127	Fundamentals of Music		2
	128	Theory of Music I		3
	129	Theory of Music II		3
	141	Voice I		1-2

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
College of Lake County -- Continued	142	Voice II		1-2
	143	Instrumental I		1-2
	144	Instrumental II		1-2
	221	Class Voice I		1
	222	Class Voice II		1
	223	Instrumental Ensemble III		1
	224	Instrumental Ensemble IV		1
	228	Theory of Music III		4
	229	Theory of Music IV		4
	241	Voice III		1-2
	242	Voice IV		1-2
	243	Instrumental III		1-2
	244	Instrumental IV		1-2
Danville Junior College	100	Choir		1
	101	Orchestra		1
	101	Theory and History of Music I		3
	102	Theory of Music II		3
	103	Theory of Music III		3
	104	Theory of Music IV		3
	110	Basic Music Literature		3
	115	Music Appreciation		3
Elgin Community College	100	Fundamentals of Music		2
	101	Band		1
	201	Band		1

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Elgin Community College -- Continued	103	Jazz Lab Band		1
	203	Jazz Lab Band		1
	105	Music Appreciation		3
	106	Music Literature from 1400 to 1750		3
	107	Music Literature from 1750 to 1970		3
	108	The Concerto 1800 to 1900		3
	109	Keyboard Harmony		3
	110	Choir		1
	210	Choir		1
	111	Choral Ensemble		1
	211	Choral Ensemble		1
	113	Theory I		3
	114	Theory II		3
	213	Theory III		3
	214	Theory IV		3
	115	Sight Singing and Ear Training I		2
	116	Sight Singing and Ear Training II		2
	118	Voice Diction Class I		1
	118	Voice Diction Class II		1
	120	Brass Ensemble		1
	121	Woodwind Ensemble		1
	122	Percussion Ensemble		1
	123	String Ensemble		1

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Elgin Community College -- Continued	124	Symphony Orchestra		1
	224	Symphony Orchestra		1
	126	Class Piano I		1
	127	Class Piano II		1
	128	Music for the Elementary Teacher		2
Highland Community College	098	Music Materials and Procedures		1
	161	Theory I		4
	162	Theory II		4
	163	Introductory Instrumental Techniques: Brasses		2
	164	Introductory Instrumental Techniques: Percussion		2
	165	Introductory Instrumental Techniques: Woodwinds		2
	166	Introductory Instrumental Techniques: Strings		2
	261	Theory III		4
	262	Theory IV		4
	267	Introduction to Music		2
	269	Music Literature I		3
	270	Music Literature II		3
	169	Vocal Ensemble I		1
	170	Vocal Ensemble II		1

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Highland Community College -- Continued	171	Applied Music I, II, III, IV (Major)		2
	172	Applied Music I, II, III, IV (Minor)		1
	173	Band		1
	175	Vocal Music Organization		1
	177	Class Piano I		1
	178	Class Piano II		1
	277	Class Piano III		1
	278	Class Piano IV		1
Illinois Central College	110-111	Class Instruction in Piano		2
	112	Class Instruction in Voice		2
	114	Class Instruction in Piano		2
	115-116	Applied Piano Class		2
	215-216	Applied Piano Class		2
	117-118	Applied Piano		2
	217-218	Applied Piano		2
	123-223	Techniques		2
	124-125	Music Theory		4
	126-127	Applied Voice Class		2
	226-227	Applied Voice Class		2
	128-129	Applied Voice		2
	228-229	Applied Voice		2
	130-230	Chamber Singers		1
	131-231	Symphonic Band		1
	132-232	Jazz Band		1

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Illinois Central College -- Continued	134-234	Mixed Chorus		1
	135-235	Orchestra		1
	140-141	String Techniques		2
	142-143	Applied Strings		2
	242-243	Applied Strings		2
	149	Understanding Music		3
	150	Literature of Music		3
	152-153	Applied Brass Class		2
	252-253	Applied Brass Class		2
	154-155	Applied Brass		2
	254-255	Applied Brass		2
	156-157	Applied Woodwind Class		2
	256-257	Applied Woodwind Class		2
	158-159	Applied Woodwind		2
	258-259	Applied Woodwind		2
	160-161	Applied Percussion		2
	260-261	Applied Percussion		2
	201-202	Music Theory		4
	203	Musicianship for the Elementary Teacher		3
	210-211	Class Instruction in Piano		2
Illinois Valley Community College	091	Fundamentals of Music		2
	101-102	Collegiate Chorale		1

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Illinois Valley Community College -- Continued	105	Introduction to and History of Music		2
	107	Chamber Singers		1
John A. Logan College	112	Music Appreciation	3	
	101	Choral Ensemble	1	
	111	Applied Music	1	
	115	Music for Children	3	
	121	Theory of Music	4	
	122	Theory of Music	4	
	123	Theory of Music	4	
	221	Theory of Music	4	
	222	Theory of Music	4	
	223	Theory of Music	4	
Joliet Junior College	100	String Orchestra		1
	101a-b	Exploration of Music Literature		2
	101a-b	Exploration of Music Literature		2
	102a-b	Vocal Ensemble Class		1
	103	Concert Choir		1
	104a	Concert Band		1
	104b	Stage Band		1
	105	Theory of Music		4
	106	Theory of Music		4
	107	Advanced Theory of Music		4

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Joliet Junior College -- Continued	108	Advanced Theory of Music		4
	110a-b	Applied Instrument or Voice		2
	110c-d	Applied Instrument or Voice		2
	110a-d	Applied Voice		2
	110a-b	Applied Brass		2
	110c-d	Applied Brass		2
	110a-b	Piano		2
	110c-d	Applied Piano		2
	110a-b	Applied Woodwinds		2
	110c-d	Applied Woodwinds		2
	112a-b	Class Brass Methods		2
	113a-b	Class Woodwind Methods		2
	114	Wind Ensemble		1
	114a-b	Class Percussion Methods		2
	115	Fundamentals of Music		2
Kankakee Community College	1513	Music Appreciation		3
	1611	Kankakee Community College Choir		1
Kaskaskia College	101	Chorus		1
	102	Chorus		1
	103	Chorus		1
	104	Band		1
	105	Band		1
	106	Band		1
	107	Music Understanding		2

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Kaskaskia College -- Continued	108	Music Theory		4
	109	Music Theory		4
	208	Music Theory		4
	209	Music Theory		4
	110	Applied Strings		1
	120	Applied Woodwinds		1
	130	Applied Percussion		1
	140	Applied Piano		1
	150	Applied Brass		1
	160	Applied Voice		1
	170	Applied Organ		1
	115	Private Strings		1
	125	Private Woodwinds		1
	135	Private Percussion		1
	145	Private Piano		1
	155	Private Brass		1
	165	Private Voice		1
	175	Private Organ		1
Kishwaukee College	101	Music Theory I		3
	102	Music Theory II		3
	116	Ear Training and Sight-singing I		1
	117	Ear Training and Sight-singing II		1
	151	Introductory Woodwind Techniques I		2

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Kishwaukee College -- Continued	152	Introductory Woodwind Techniques II		2
	171	Introductory Brass Techniques I		2
	172	Introductory Brass Techniques II		2
	201	Music Theory III		3
	202	Music Theory IV		3
	215	Introductory Percussion Techniques		1
	216	Ear Training and Sight-singing III		1
	217	Ear Training and Sight-singing IV		1
	220	Introduction to Music		3
	221	Historical Survey		2
	230	Piano		1
	233	Keyboard Instruments		2
	240	Voice		1
	243	Private Voice		2
	250	Band and Orchestral Instruments		1
	253	Band and Orchestral Instruments		2
	256	Instrumental Ensemble		1

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Kishwaukee College -- Continued	257	Music Theatre		1
	285	Chorus		1
	292	Band		
Lake Land College	100	Concert Choir	1/2	
	110	Instrumental Ensemble	1/2	
	120	Basic Music for Classroom Teachers	4	
	126	Class Instruction in Piano	1	
	127	Class Instruction in Piano	1	
	128	Class Instruction in Piano	1	
	130	Music Theory	4	
	131	Music Theory	4	
	132	Music Theory	4	
	136	Class Instruction in Voice	1	
	137	Class Instruction in Voice	1	
	138	Class Instruction in Voice	1	
	151	Preliminary Survey of Music Literature	2	
	152	Preliminary Survey of Music Literature		
	229	Understanding Music	4	
Lewis & Clark Community College	111	Understanding Music		3
	130	Appreciation of Music		3
	131	Basic Music Theory		3

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Lewis & Clark Community College -- Continued	132	Ear Training and Keyboard Theory		3
	133	Music for the Elementary Teacher		3
	135	Elementary Harmony and Musicianship I		4
	136	Elementary Harmony and Musicianship II		4
	141	Survey of Music History I		3
	142	Survey of Music History II		3
	161	Class Instruction--Piano I		2
	162	Class Instruction--Piano II		2
	163	Class Instruction--Voice I		2
	164	Class Instruction--Voice II		2
	165	Class Instruction--Strings I		2
	166	Class Instruction--Strings II		2
	167	Class Instruction--Brass I		2
	168	Class Instruction--Brass II		2
	169	Class Instruction--Woodwinds I		2
	170	Class Instruction--Woodwinds II		2
	171	Class Instruction-- Percussion		1
	173	Stage Band I		1
	174	Stage Band II		1
	175	Alton Civic Orchestra I		2
	176	Alton Civic Orchestra II		2

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Lewis & Clark Community College -- Continued	177	The Lewis and Clark College Choir I		1
	178	The Lewis and Clark College Choir II		1
	181	Applied Music I (Private Instruction)		1
	182	Applied Music II (Private Instruction)		1
	235	Advanced Harmony I		3
	236	Advanced Harmony II and Elementary Counterpoint		3
Lincoln Land Community College	100	Music Fundamentals	3	
	101	Music Theory I	4	
	102	Music Theory II	4	
	103	Music Theory III	4	
	104	Music Literature & Listening	4	
	105	Music for Elementary Teachers	3	
	106	History of Jazz	2	
	110	College Choir	1	
	112	Concert Wind Ensemble	1	
	113	Stage Band	1	
	120	Class Piano I	1	
	121	Class Piano II	1	
	123	Class Voice	1	

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Lincoln Land Community College -- Continued	131	Private Applied Instrumental Music	1-2	
	132	Private Applied Vocal Music	1-2	
	133	Private Applied Keyboard Music	1-2	
	201	Music Theory IV	4	
	202	Music Theory V	4	
	203	Music Theory VI	4	
	220	Class Piano IV	1	
	221	Class Piano V	1	
	222	Class Piano VI		
	231	Advanced Private Applied Instrumental Music	1-2	
	232	Advanced Private Applied Vocal Music	1-2	
	233	Advanced Private Applied Keyboard Music	1-2	
Lincoln Trail College	111	Music Appreciation	4	
	111	Sight Singing and Ear Training	4	
	131	Music Fundamentals	4	
	151	Beginning Theory	2	
	111	College Band	2	

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Lincoln Trail College -- Continued	111	College Choir	2	
	111	Voice Class	2	
	111	Wind Ensemble	2	
	111	Private Applied Music	2	
McHenry County College	100	Chorus		1
	151	Music Appreciation		3
	152	Masterpieces of Music		3
	175	Applied Music--Voice		1
	185	Applied Music--Piano		1
Moraine Valley Community College	101	Music Theory I		3
	102	Music Theory II		3
	108	Vocal and Group Music		3
	131-134	Applied Music		1
	151-154	Moraine Band		1
	155-158	Moraine Chorus		1
	203	Music History I		3
	204	Music History II		3
Morton College	101	History of Music		3
	102	History of Music		3
	103	History of Music		3
	110	Harmony		3
	111	Harmony		3
	115	Ear Training and Sight Singing		1

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Morton College -- Continued	116	Ear Training and Sight Singing		1
	125	Music Workshop		1
	130	Applied Music Major		1
	131	Applied Music Minor		1/2
	210	Harmony		2
	211	Counterpoint		4
	215	Ear Training and Sight Singing		1
	216	Ear Training and Sight Singing		1
Oakton Community College	101	Survey of Music Literature to 1750		
	102	Survey of Music Literature since 1750		
	103	Introduction to Elementary Music Education		
	105	Introduction to Music		
	105	Instrumental Ensemble		2
	106	Instrumental Ensemble		2
	205	Instrumental Ensemble		2
	206	Instrumental Ensemble		2
	107	Group Piano		2
	108	Group Piano		2
	207	Group Piano		2

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Oakton Community College -- Continued	208	Group Piano		2
	111	Choir		2
	112	Choir		2
	211	Choir		2
	212	Choir		2
	113	Madriqal Choir		2
	114	Madrigal Choir		2
	213	Madrigal Choir		2
	214	Madrigal Choir		2
	115	Applied Music: Private Lessons		
	116	Applied Music: Private Lessons		
	215	Applied Music: Private Lessons		
	216	Applied Music: Private Lessons		
	121	Music Theory		
	122	Music Theory		
Olney Central College	111	Music Appreciation	4	
	121	Music for Elementary Majors	4	
	111	Band	2	
	121	Band	2	
	131	Band	2	
	141	Band	2	
	151	Band	2	

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Olney Central College -- Continued	161	Band	2	
	211	Instrumental Ensembles	2	
	221	Instrumental Ensembles	2	
	231	Instrumental Ensembles	2	
	241	Instrumental Ensembles	2	
	251	Instrumental Ensembles	2	
	261	Instrumental Ensembles	2	
	211	Choral Ensembles	2	
	221	Choral Ensembles	2	
	231	Choral Ensembles	2	
	241	Choral Ensembles	2	
	251	Choral Ensembles	2	
	261	Choral Ensembles	2	
Parkland College	100	Choir	1	
	101	Music Appreciation	4	
	102	Fundamentals of Musicianship I	4	
	103	Fundamentals of Musicianship II	4	
	104	Fundamentals of Musicianship III	4	
	110	Recreational Music	4	
	120	Class Voice	2	
	121	Class Voice II	2	
	122	Class Voice III	2	

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Parkland College -- Continued	130	Class Piano I	2	
	131	Class Piano II	2	
	132	Class Piano III	2	
	140	Jazz Ensemble	1	
Prairie State College	100	Fundamentals of Music Theory		3
	101	Theory		3
	102	Theory		3
	110	Chorus		1
	112	Sight-singing and Ear-training		2
	113	Sight-singing and Ear-training		2
	114	Keyboard Harmony		2
	120	Band		1
	130	Introduction to Music Appreciation		3
	131	Music Appreciation		3
	141	Class Piano		2
	142	Class Piano		2
	143	Class Voice		2
	144	Class Voice		2
	145	Strings		2
	146	Bass		2
	147	Woodwinds		2
	148	Percussion		2

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Prairie State College -- Continued	152	Instrumental Ensemble and Stage Band I		1
	153	Instrumental Ensembles and Stage Band II		1
	162	Vocal Ensembles		1
	163	Vocal Ensembles		1
	170	Symphony Concert Series		1
	181-294	Private Applied Music		2-4
		Voice		
		Piano		
		Brass		
		Woodwinds		
		Strings		
		Percussion		
		Organ		
	201	Music Theory		3
	202	Music Theory		3
	235	Music Literature		3
	236	Music Literature		3
	252	Advanced Instrumental Ensembles		1
	253	Advanced Instrumental Ensembles		1
	262	Advanced Vocal Ensembles		1
	263	Advanced Vocal Ensembles		1
Rend Lake College	110	Music Appreciation		2
	111	Music Theory I		4

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Rend Lake College -- Continued	112	Music Theory II		2
	211	Music Theory III		4
	212	Music Theory IV		4
	214	Survey of Music Literature		3
	110	Concert Choir		1
	210	Concert Choir		1
	111	Concert Band		1
	211	Concert Band		1
	112	Instrumental Ensemble		1
	212	Instrumental Ensemble		1
	113	Community Orchestra		1
	213	Community Orchestra		1
	143	Community Orchestra (non-credit)		
	243	Community Orchestra (non-credit)		
	116	Community Chorus		1
	216	Community Chorus		1
	146	Community Chorus (non-credit)		
	246	Community Chorus (non-credit)		
	117	Vocal Ensemble		1
	217	Vocal Ensemble		1
	119	Opera Workshop		1
	219	Opera Workshop		1
	110	Private Voice		1
	210	Private Voice		1

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Rend Lake College -- Continued	111	Private Woodwind Instrument		1
	211	Private Woodwind Instrument		1
	112	Private Brass Instrument		1
	212	Private Brass Instrument		1
	113	Private String Instrument		1
	213	Private String Instrument		1
	114	Private Percussion Instrument		1
	214	Private Percussion Instrument		1
	115	Private Keyboard		1
	215	Private Keyboard		1
	110	Voice Class		1
	111	Woodwind Instruments Class		2
	112	Brass Instrument Class		2
	113	String Instruments Class		2
	114	Percussion Instruments Class		2
	115	Keyboard Class		1
Rock Valley College	101	Fundamentals of Music		3
	102	Introduction to Music Literature		3
	105	Music for Elementary Teachers		3
	111	Theory of Music I		4
	112	Theory of Music II		4
	130	Applied Music		2
	131	Class Piano I		2
	132	Class Piano II		2
	143	Class Voice I		2

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Rock Valley College -- Continued	144	Class Voice II		2
	150	Applied Music		4
	191	Chorus		1
	192	Chamber Singers		1
	194	Instrumental Ensemble		1
	195	Band		1
	211	Theory of Music III		4
	212	Theory of Music IV		4
	221	Music Literature I		3
	222	Music Literature II		3
	231	Class Piano III		2
	232	Class Piano IV		2
Sauk Valley College	105	Concert Choir		1
	106	Concert Choir		1
	111	Theory of Music: Fundamentals		3
	112	Theory of Music: Harmony		3
	116	Music and Fine Arts		2
	131-132	Applied Voice		1
	135-136	Applied Piano and Organ		1
	137-138	Applied Instrumental		1
	231-232	Applied Voice		1
	235-236	Applied Piano and Organ		1
	237-238	Applied Instrumental		1
	139-140	Ensemble		1
	239-240	Ensemble		1

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Sauk Valley College -- Continued	141-142	Orchestra		1
	201	Introduction to Music		3
	205-206	Concert Choir		1
	221	Music for Elementary Classroom Teachers		3
	241-242	Orchestra		1
Shawnee College	111	College Choir	1	
	211	College Choir	1	
	115	Music Appreciation	4	
	112	Fundamentals of Music	4	
	113	Music Theory	4	
	114	Music Theory	4	
Southeastern Illinois College	121	Music Appreciation		2
	131	Theory of Music I		4
	132	Theory of Music II		4
	141	Chorus		1/4
	161	Band		1/4
	231	Theory of Music III		4
	232	Theory of Music IV		4
Spoon River College	101	Music Fundamentals		3
	102	Harmony		2
	103	Music Theory		3
	104	Music Theory		

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Spoon River College -- Continued	111	Music Appreciation		2
	140-150	Applied Music		1-2
	151-152	Applied Music		1-2
	160	Private Lessons		
	165	College Chorus		1/2
	166	Choral Workshop		2
	167	Band		1/2
	168	Band Workshop		2
Thornton Community College	100	Fundamentals of Music		2
	101	Music Theory		4
	102	Music Theory		4
	111	Music Literature and Listening I		2
	112	Music Literature and Listening II		2
	114	Music for the Elementary Teacher		2
	115	Music in Recreation		2
	118	Diction Class I		1
	119	Diction Class II		1
	120	Introduction to Music		2
	121	Seminar in Music Listening		2
	131-231	Private Applied Piano		1-2
	133-233	Private Applied Voice		1-2
	135-235	Private Applied Brass		1-2
	137-237	Private Applied Woodwinds		1-2

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Thornton Community College	139-239	Private Applied Strings		1-2
	141-241	Private Applied Percussion		1-2
	143-243	Private Applied Organ		1-2
	145-245	Private Applied Classical Guitar		1-2
	151-251	Private Applied Piano		1-2
	153-253	Private Applied Voice		1-2
	155-255	Private Applied Brass		1-2
	157-257	Private Applied Woodwinds		1-2
	159-259	Private Applied Strings		1-2
	161-261	Private Applied Percussion		1-2
	163-263	Private Applied Organ		1-2
	165-265	Private Applied Classical Guitar		1-2
	169	Class Instruction-Piano I		1
	170	Class Instruction-Piano II		1
	171	Class Instruction-Piano		1
	172	Class Instruction-Piano		1
	173	Class Instruction-Voice		1
	174	Class Instruction-Voice		1
	175	Class Instruction-Brass		1
	176	Class Instruction-Brass		1
	177	Class Instruction-Woodwinds		1
	178	Class Instruction-Woodwinds		1
	179	Class Instruction-Strings		1
	180	Class Instruction-Strings		1
	181	Class Instruction-Percussion		1

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Thornton Community College -- Continued	182	Guitar: Its Use in the Elementary Classroom		1
	201	Music Theory III		4
	202	Music Theory IV		4
	203	Dance Band Arranging		2
	214	Teaching Music in Elementary Schools		4
	218	Diction Class III		1
	219	Diction Class IV		1
	271	Class Instruction-Piano		1
	272	Class Instruction-Piano		1
	188	Concert Choir		1
	189	Thornton College Singers		1
	190	College-Community Choral Union		1
	191	Opera Workshop		2
	194	Concert Wind Ensemble		1
	195	Symphonic Band		1
	196	College-Community Concert Band		1
	197	Jazz Lab		1
	198	Orchestra		1
	199	Chamber Ensemble		1
Triton College	100	Rudiments of Theory		2
	105	Theory of Music I		4
	106	Theory of Music II		4
	207	Theory of Music III		4

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Triton College -- Continued	208	Theory of Music IV and Keyboard Harmony		4
	110	Basic Music Literature		2
	140	Recreational Music		2
	177	Class Piano Instruction		2
	180	Applied Music-Piano		1-2
	181	Applied Music-Voice		1-2
	182	Applied Music-Organ		1-2
	183	Applied Music-Violin		1-2
	184	Applied Music-Viola		1-2
	185	Applied Music-Cello		1-2
	186	Applied Music-String Bass		1-2
	187	Applied Music-Flute		1-2
	188	Applied Music-Clarinet		1-2
	189	Applied Music-Oboe		1-2
	190	Applied Music-Bassoon		1-2
	191	Applied Music-Trumpet		1-2
	192	Applied Music-French Horn		1-2
	193	Applied Music-Trombone		1-2
	194	Applied Music-Baritone		1-2
	195	Applied Music-Tuba		1-2
	196	Applied Music-Percussion		1-2
	198	Applied Music-Saxophone		1-2
	215	Introduction to Music History		3
	250	College Band		1
	251	Woodwind Sectional Ensemble		1

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Triton College -- Continued	252	Brass-Percussion Sectional Ensemble		1
	261	College Chorus		1
	262	Choral Ensemble		1
	266	Stage Band		1
Wabash Valley College	111	Music Appreciation	4	
	121	Music for Elementary Majors	4	
	131	History of American Music	4	
	141	Twentieth Century Music	4	
	111	Sight Singing and Ear Training	4	
	121	Sight Singing and Ear Training	4	
	131	Music Fundamentals	4	
	151	Beginning Theory	4	
	111	College Band	2	
	211	Instrumental Ensemble	2	
	111	Choir	2	
	211	Choral Ensemble	2	
	111	Voice Class	2	
	111	Applied Music		
Waubonsee Community College	100	Music Appreciation	3	
	111	Ear Training and Sight Singing I	1	

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Waubonsee Community College -- Continued	121	Theory of Music I		4
	122	Theory of Music II		3
	146	College Choir		1
	147	Madrigal Singers		1
	148	Community Instrumental Ensemble		1
	149	Instrumental Ensemble		5
	200	Basic Music Literature		3
	211	Ear Training and Sight Singing II		1
	212	Ear Training and Sight Training III		1
	221	Theory of Music III		3
	222	Theory of Music IV		3
	231	Instrumental Techniques: Brasses		2
	232	Instrumental Techniques: Woodwinds		2
	241	Minor Applied Music Subject		1
	242	Major Applied Music Subject		2
	245	Class Instruction in Voice		2
William Rainey Harper College	101	Fundamentals of Music Theory		3
	103	Music Appreciation		3
	111	Theory of Music I		3-5
	112	Theory of Music II		3

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
William Rainey Harper College -- Continued	115	Ear Training, Sight Singing and Keyboard Harmony I		1
	116	Ear Training, Sight Singing and Keyboard Harmony II		1
	121	Survey of Music Literature to 1750		3
	122	Survey of Music Literature since 1750		3
	130	Choir		1
	136	Community Chorus		1
	140	Band		1
	145	Ensembles		1
	150	Orchestra		1
	161	Woodwind Instrument Class I		2
	162	Brass Instrument Class I		2
	163	Percussion Instrument Class		2
	165	Class Piano		2
	166	String Instrument Class I		2
	167	Class Guitar		2
	180-280	Applied-Flute and Piccolo		2-4
	181-281	Applied-Oboe and English Horn		2-4
	182-282	Applied-Clarinets		2-4
	183-283	Applied-Bassoons		2-4
	184-284	Applied-Saxophones		2-4
	185-285	Applied-French Horn		2-4
	186-286	Applied-Trumpet		2-4
	187-287	Applied-Trombone		2-4

TABLE 13--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
William Rainey Harper College -- Continued	188-288	Applied-Baritone		2-4
	189-289	Applied-Tuba		2-4
	190-290	Applied-Percussion		2-4
	191-291	Applied-Violin		2-4
	192-292	Applied-Viola		2-4
	193-293	Applied-Cello		2-4
	194-294	Applied-String Bass		2-4
	195-295	Applied-Harp		2-4
	196-296	Applied-Piano		2-4
	197-297	Applied-Organ		2-4
	198-298	Applied-Voice		2-4
	199-299	Applied-Classical Guitar		2-4
	211	Theory of Music III		3
	212	Theory of Music IV		3
	215	Ear Training, Sight Singing and Keyboard Harmony III		1
	216	Ear Training, Sight Singing and Keyboard Harmony IV		

Source: 1971-1972 College Catalog.

TABLE 14

ILLINOIS PUBLIC JUNIOR COLLEGE COURSE OFFERINGS

SPEECH CURRICULUM

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Belleville Area College	095	Oral Expression		3
	151	Fundamentals of Public Speaking		3
	170	Advanced Speech and Persuasion		3
	171	Discussion Techniques		3
	173	Introduction to Debate		3
	200	Oral Interpretation		3
Black Hawk College	101	Principles of Effective Speaking		3
	111	Business and Professional Communication		2
	112	Discussion and Leadership		2
	120	Oral Reading		2
	181	Introduction to Speech Correction		3
	201	Oral Interpretation		3
	210	Public Speaking		3
	213	Argumentation and Debate		3

TABLE 14--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Black Hawk College -- Continued	231-234	Practical Debate		1
	110	Introduction to Film Production		3
	112	Workshop in Television Graphics		1
	212	History and Appreciation of the Motion Picture		3
	200	Work Experience		2
	201	Work Experience		2
	220	Introduction to Television		3
	221	Television Production and Direction		3
Carl Sandburg College	100	Speech	4	
	230	Parliamentary Procedure	2	
	240	Argumentation	4	
	241	Oral Interpretation of Literature	4	
City Colleges of Chicago	010	Speech Workshop		3
	088	Basic Speaking and Listening I		3
	089	Basic Speaking and Listening II		3
	101	Fundamentals of Speech		2-3
	102	Discussion Methods		2-3
	103	Debate		3
	105	Contemporary Communications		3
	106	Human Communications		3

TABLE 14--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
City Colleges of Chicago -- Continued	110	Group Discussions and Conference Leadership		3
	112	Introduction to Oral Communication		3
	135	Speech Projects		1
	140	Speech Clinic		2
	143	Training of the Speaking Voice		3
	144	Oral Reading and Interpretation		2-3
	145	Radio and Television		3
	160	Business and Professional Speech		3
	201	Readers Theatre		3
	203	Afro-American Communication and Speech		3
	243	Speech for Teachers		3
College of DuPage	100	Fundamentals of Speech	5	
	110	Oral Interpretation	5	
	120	Group Discussion	5	
	130	Advanced Speech Composition	5	
	210	Interpreters Theatre	5	
College of Lake County	111	Communications II		3
	121	Fundamentals of Speech		3
	122	Public Speaking		3

TABLE 14--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
College of Lake County -- Continued	123	Group Discussion		3
	124	Oral Interpretation		3
	220	Speech Activities for the Elementary School Teacher		3
Danville Junior College	101	Speech, Oral Communication		3
	113	Group Discussion and Conference Leadership		3
	141	Speech, Oral Interpretation		3
	B205B	Oral Communication of Ideas		3
	105	Voice and Articulation		2
Elgin Community College	101	Fundamentals of Speech		3
	102	Public Speaking		3
	103	Group Discussion		3
	120	Oral Interpretation of Literature		3
	121	Voice Science and Phonetics		2
Highland Community College	191	Fundamentals of Speech		3
	292	Argumentation and Debate		3
	293	Group Discussion		3
	193	Oral Interpretation		3
	194	Introduction to Radio and Television Broadcasting		3
	199-299	Speech Activities		1-2

TABLE 14--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Illinois Central College	110	Speech as a Communicative Process		3
	111	Projects in Oral Communication		3
	116	Oral Interpretation of Literature		3
	180	Readers Theatre Plays for Living		3
	200	Principles of Argumentation and Debate		3
	203	Principles of Group Discussion		3
	211	Speech Communication Concepts Through Mass Media		3
	222	Oral Interpretation in Readers' Theatre		3
Illinois Valley Community College	101	Fundamentals of Speech		3
	102	Discussion and Debate		2
	201	Oral Interpretation		3
John A. Logan College	105	Forensic Activities	1	
	115	Speech	3	
	121	Advanced Public Speaking	3	
Joliet Junior College	101	Principles of Speech		3
	102	Principles of Speech		3

TABLE 14--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Joliet Junior College -- Continued	103	Oral Interpretation of Literature		3
	106	Argumentation and Debate		3
Kankakee Community College	1553	Introductory Speech		
	1573	Advanced Speech		
	1713	Introduction to Poetry		
Kaskaskia College	103	Fundamentals of Speech		3
	201	Public Speaking		3
	202	Oral Interpretation		3
	105	Poetry		2
Kishwaukee College	100	Fundamentals of Speech		3
	112	Forensics Workshop		1
	150	Business and Professional Speaking		3
	200	Advanced Public Speaking		3
	201	Group Discussion		3
	204	Introduction to Argumentation and Debate		3
	225	Voice Science and Phonetics		3

TABLE 14--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Lake Land College	131	Public Speaking	4	
	141	Introduction to Oral Interpretation	4	
	232	Introduction to Group Discussion	4	
Lewis & Clark Community College	131	Fundamentals of Speech		3
	132	Public Speaking		3
	134	Oral Interpretation of Literature		3
	151	Oral Communication		3
	152	Dynamics of Discussion		3
Lincoln Land Community College	101	Fundamentals of Speech	4	
	102	Discussion	4	
	201	Argumentation and Debate	4	
	202	Persuasion	4	
	211	Voice and Articulation	4	
	212	Oral Interpretation of Literature	4	
Lincoln Trail College	111	Principles of Effective Speaking	4	
	131	Discussion and Debate	4	
McHenry County College	151	Introduction to Speech		3
	152	Public Speaking		3

TABLE 14--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
McHenry County College -- Continued	160	Debate and Discussion		3
	161	Discussion		3
	163	Argumentation and Debate		3
	265	Fundamentals of Oral Interpretation		3
Morton College	101	Principles of Public Speaking		3
	105	Voice and Articulation		3
	106	Speech Praticum		1
	115	Oral Interpretation		3
	120	Group Discussion		3
Oakton Community College	103	Effective Speech		
Olney Central College	111	Fundamentals of Effective Speaking	4	
	121	Oral Interpretation	4	
	131	Discussion	4	
	211	Persuasion	4	
	231	Introduction to Mass Communication	4	
	241	Debate	4	
Parkland College	200	Principles of Group Discussion	4	
	201	Persuasive Speaking	4	
	202	Argumentation and Debate	4	

TABLE 14--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Parkland College -- Continued	203	Oral Interpretation	4	
	210	Broadcasting Speaking	4	
Prairie State College	101	Principles of Speech		3
	102	Advanced Public Speaking		3
	105	Introduction to Broadcasting		3
	120	Afro-American Communication		3
Rend Lake College	103	Introduction to Speech General Studies		3
	113	Principles of Effective Speaking		3
Rock Valley College	132	Public Speaking		3
	137	Debate		3
	138	Discussion		3
	230	Fundamentals of Oral Interpretation		3
	231	Voice and Articulation		3
	239	Group Dynamics for Industry		3
Sauk Valley College	131	General Principles of Speech		3
	161	Group Discussion		2
	232	Oral Interpretation		3
	261	Debate		2

TABLE 14--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Shawnee College	111	Public Speaking	4	
	112	Oral Interpretation	4	
	211	Public Discussion	4	
	212	Argumentation and Debate	4	
Southeastern Illinois College	121	Principles of Speaking		3
Spoon River College	093	Developmental Speech		3
	103	Principles of Effective Speaking		3
	160	Theory and Persuasion		3
	161	Debate		3
Thornton Community College	108	Fundamentals of Speech		3
	109	Advanced Public Speaking		3
	110	Oral Reading and Interpretation		3
	111	Advanced Oral Interpretation		3
	112	Voice and Diction		2
	113	Contest Debate		1
Triton College	007	Speech Fundamentals		3
	101	Principles of Effective Speaking		3
	113	Group Discussion and Conference Leadership		3

TABLE 14--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Triton College -- Continued	115	Film Appreciation		3
	121	Advanced Public Speaking: The Logical Bases of Discourse		3
	141	Oral Interpretation		3
Wabash Valley College	111	Fundamentals of Speaking	4	
	121	Oral Interpretation	4	
	131	Discussion	4	
	211	Persuasion	4	
Waubonsee Community College	100	Principles of Effective Speaking		3
	110	Elements of Oral Interpretation		3
	120	Group Discussion		3
	149	Speech Activities Laboratory		1
	200	Public Speaking		3
	230	Voice and Diction		3
William Rainey Harper College	101	Fundamentals of Speech Communication		3
	102	Public Speaking and Communication Theory		3

TABLE 14--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
William Rainey Harper College -- Continued	107	Oral Interpretation		3
	205	Discussion and Debate		3

Source: 1971-1972 College Catalogs.

TABLE 15

ILLINOIS PUBLIC JUNIOR COLLEGE COURSE OFFERINGS

THEATRE CURRICULUM

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Belleville Area College	251	Theatre Production		3
	256	Theatre Acting		3
Black Hawk College	101	Theatre Practicum		1
	102	Theatre Practicum		1
	203	Theatre Practicum		1
	204	Theatre Practicum		1
	111	History of Theatre		3
	112	Modern Drama		3
	201	Theatre Production		3
	202	Stagecraft		3
	210	Fundamentals of Acting		3
City Colleges of Chicago	131	Introduction to the Theatre		3
	132	Play Production and Directing		3
	133	Acting Techniques		3
	134	Theatre in the Modern World		3
College of DuPage	100	Introduction to the Theatre	5	
	110	Fundamentals of Acting	3	

TABLE 15--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
College of DuPage -- Continued	130	Play Directing	5	
	210	Fundamentals of Acting	3	
	221	Technical Theatre I	5	
	222	Technical Theatre II	5	
	223	Technical Theatre III	5	
College of Lake County	125	Principles of Acting		3
	126	Stagecraft		3
	222	Introduction to Theatre I		3
	223	Introduction to Theatre II		3
Danville Junior College	157	Elements of Stagecraft		4
Elgin Community College	122	Introduction to the Theatre		3
	123	Rehearsal and Performance		3
Highland Community College	196	Introduction to Theatre		3
	197	Applied Theatre		1
	198	Applied Theatre		2
Illinois Central College	110	Introduction to Theatre		3
	111	Trends in Modern Drama and Theatre		3
	112	Production		1-2
	113	Stagecraft		3
	215	The Actor's Art		3
	216	The Director's Art		3

TABLE 15--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Illinois Central College -- Continued	217	Creative Dramatics and Children's Theatre		3
	220	Contemporary Educational Theatre		3
Illinois Valley Community College	106	Acting		3
	202	Introduction to Theatre		3
	205	Theatre Playhouse Production		3
John A. Logan College	113	Theatre Appreciation	3	
	117	Fundamentals of Theatre	3	
Joliet Junior College	105	Fundamentals of Acting		3
Kishwaukee College	111	Dramatic Workshop		1
	130	Introduction to Acting		3
	203	Introduction to the Theatre		3
Lewis & Clark Community College	130	Appreciation of Theatre Art		3
	131	Fundamentals of Acting		3
	132	Applied Acting Techniques		3
	141	History of the Theatre I		3
	142	History of the Theatre II		3
	151	Fundamentals of Stage Production		3
	152	Theatrical Design		3
	161	Theatre Practicum		1

TABLE 15--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Lewis & Clark Community College -- Continued	162	Theatre Practicum		1
	261	Theatre Practicum		1
Lincoln Land Community College	101	Introduction to Drama	4	
	102	Modern Drama and Theatre	4	
	201	Fundamentals of Acting	4	
McHenry County College	151	Introduction to Theatre		3
	153	Theatre Practice		1-2-3
	157	Acting		3
	159	Stagecrafts		3
	161	Theatre Speech		3
Moraine Valley Community College	107	Creative Dramatics		3
Morton College	110	Introduction to the Theatre		3
	111	Theatre		3
	112	Theatre Practicum		1
	125	Fundamentals of Acting		3
Oakton Community College	111	Introduction to Theatre		1
Olney Central College	221	Introduction to the Theatre	4	
Prairie State College	103	Introduction to the Theatre		3
	111	Fundamentals of Acting		3
	112	Theatre Practicum		1

TABLE 15--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Prairie State College -- Continued	113	Summer Music Theatre Workshop		1-3
	114	Summer Theatre Workshop		1-3
	121	Stagecraft		3
	131	Voice and Articulation		3
	141	Oral Interpretation		3
Rend Lake College	111	Introduction to Drama		3
Rock Valley College	133	Introduction to the Theatre		3
	134	Stagecraft and Theatre Lighting		3
	135	Acting		3
	136	Directing		3
Sauk Valley College	141	Introduction to Theatre		3
	145	Basic Acting		3
	240	Elements of Play Production		3
	245	Intermediate Acting		3
Shawnee College	113		4	
	213		4	
Spoon River College	136	Survey of the Theatre Arts		3
	137	Fundamentals of Acting		3
	140	Theatre Workshop		3
	260	Oral Interpretation		3

TABLE 15--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
Thornton Community College	151	Introduction to the Theatre I		3
	152	Modern Drama		3
	157	Fundamentals of the Theatre, Production I		3
	158	Fundamentals of the Theatre, Production II		3
Triton College	130	Introduction to Theatre		3
	135	Dramatic Production		3
	151	Recreational Dramatics		3
	161	Fundamentals of Acting I		1
	162	Fundamentals of Acting II		1
	163	Fundamentals of Acting III		1
Wabash Valley College	111	Applied Theatre	2	
	121			
	131			
	141	Theatre Practice: Acting	2	
	151	Theatre Practice: Production	2	
Waubonsee Community College	140	Introduction to Drama		3
	242	Stagecraft and Scene Design		3

TABLE 15--Continued

Public Junior College	Course Number	Course Name	Quarter Hours Credit	Semester Hours Credit
William Rainey Harper College	111	Introduction to the Theatre		3
	212	Acting		3

Source: 1971-1972 College Catalogs.

New Guidelines for Junior College Curriculums and Programs

In March 1972, the Illinois Junior College Board approved the recommendations of an Ad Hoc Community College Study Group concerning the approval of new curriculums and programs in the public junior colleges. That study committee composed of representatives of junior colleges and governmental agencies met and had developed an approval process that would provide for the establishment and approval of programs and curriculums essential to meet the needs of the local community college district, to guarantee equal opportunity for students, to protect the students and taxpayer, to meet various legal requirements, to assist the community colleges in developing appropriate programs, and to provide information needed by various State agencies and boards to determine the justification for every new program and its cost.[11]

"Illinois Central College is committed to a curricular philosophy which regards occupational, college-transfer, and continuing education as equally important and often inseparable."[12]

This basic philosophy differs little from that expressed by the other State junior colleges.

"In order to implement curricular change and at the same time to promote suitable control over the introduction of new instructional offerings, a detailed procedure for the addition and removal of courses and programs has been established. Generally, requests for new courses, changes in existing courses, or program changes involving fewer than nine semester hours, are directed to the division chairman, who, in turn, submits the request to the Curriculum and Instruction Committee. The Committee makes its recommendation to the Dean of Instruction, and if both approve, the addition or change is instituted."[13]

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[11] "Articulation Among Junior Colleges," Community College Bulletin, May 1972, p. 7.

[12] Svob, Illinois Central College Self-Study, p. 57.

If a new program involving more than nine hours is suggested, the division chairman discusses the proposal with the Dean of Instruction. It then goes to the Curriculum and Instruction Committee, which makes its recommendations to the Dean of Instruction and the matter goes thence to the President, the Program Committee of the Board, and finally to the Board.[14]

The North Central Association of Colleges and Secondary Schools has defined the curriculum of a college or university as "the total range of educational experiences available to or required of students." The Association further emphasizes that the selection of curricular materials should be made with due regard for the purposes of the institution, the number of students to be served and their needs and abilities, and the costs of providing the instruction in terms of faculty, library, laboratory, and other instructional facilities.[15]

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[13] Ibid.

[14] Ibid., pp. 57-58.

[15] North Central Association of Colleges and Secondary Schools, op. cit., p. 13.

There can be little argument with North Central's position that in order to prevent undesirable proliferation of courses, it is important that there be adequate controls over the introduction of new courses or curricula. There must be a means for dropping courses which can no longer be justified, and frequent and systematic review of the course offerings. This concept is further supported by the Carnegie Commission on Higher Education when it found, "Institutions should be prepared to drop courses in which interest has been lagging when they decide to add new courses in subjects in which interest is growing."[16]

The North Central Association of Colleges and Secondary Schools believes that continuity, sequence, and integration are three major principles which relate to the organization of the curriculum.[17]

Unless one understands how these three principles inter-relate, and the application of the principles to curriculum development, there can be little hope of producing a total, meaningful, educational experience.

"Continuity pertains to the need for repetition of significant concepts throughout a course of study to ensure that the student understands and assimilates the concepts. The principle of sequence refers to the progression of learning experiences, in order that the student may develop a broader and deeper understanding of more complex and abstract ideas. Integration involves the development of unity among learning experiences, that is, the interrelatedness of concepts learned in one discipline with those applicable to another discipline."[18]

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[16] "Crisis in Higher Education," U. S. News and World Report, June 26, 1972, p. 77.

[17] North Central Association of Colleges and Secondary Schools, op. cit., p. 14.

One cannot discuss curriculum and program development without considering means for implementation. It takes little effort on the part of the Fine Arts supervisor to draw up such guidelines for curriculum development. There must be a follow-up to the course outline, and this in itself demands careful planning. It should become a duty of every Fine Arts supervisor to see that all academic departments within the division have available in the division office and classrooms a complete course syllabus for each course which the department will be offering. Each syllabus should contain course structure, how many class meetings per week, and course expectations such as paper requirements and examination requirements. In addition, it should contain a list of the required books and materials.

The Student Government at Wittenburg University believes that should such a procedure be followed, it might very well offer a possible solution to the problem of creating a better academic environment and improve academic quality.[19]

Finally, it is essential that each course within the Fine Arts curriculum be evaluated. The major criterion for evaluation of a curriculum is the initial and continuing success of the graduate in his career. However, in addition to the follow-up of graduates, a continuous evaluation of each curriculum must be carried on involving the instructors, the division chairman, and members of the Curriculum and Instruction Committee.

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[18] _Ibid_.

[19] _Intercollegiate Press Bulletin_, Feb. 26, 1973, pp. 155-156.

Articulation of Courses

When courses are developed for any of the baccalaureate-oriented programs, the administrative supervisor of the Fine Arts program must concern himself with one over-riding question: Will the proposed course articulate? That is, will the course transfer to a senior institution?

Junior-Senior College Articulation

In an August 17, 1971 memo to Dr. Fred Wellman, Executive Director of the Illinois Association of Junior Colleges, the Council of Presidents' Committee on Curriculum and Instruction expressed the idea that in connection with transfer education, baccalaureate programs are established by the senior institutions, not by the junior colleges.[20]

One of the better position statements on the total question of transfer education is found in the same memo:

> "The problem of the community college becomes one of providing courses (not necessarily the identical courses) which will enable the student to transfer to the senior institution as a qualified junior, no small task considering the myriad of similar yet dissimilar programs offered by senior institutions. Viewed in this light, it is an exercise in futility to establish specific programs designated as pre-law, political science, or sociology, or pre-medicine,

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[20] Memorandum from Fred L. Wellman, Executive Secretary of the Illinois Junior College Board, Springfield, Aug. 17, 1971, p. 3.

pre-dental, pre-pharmacy, or pre-veterinary as an avenue of approach to the senior institutional program when in actuality, the only difference may be a matter of half a dozen courses. The important thing is that courses be available to be put together in a limited variety to make transfer possible. The emphasis should be on a minimum number of courses necessary to satisfy the need rather than a maximum number of programs which the present system encourages, indeed requires. This is a direct off-shoot of the unit of instruction concept applicable to senior institutions but not valid in this context for junior colleges. Furthermore, the efforts of the IJCB staff at articulation, i.e., the identification of specific courses for transfer in each individual transfer program has aggravated the situation and proliferated programs and program approvals and has in part brought us to the present crisis. It further stifles initiative and creativity on the part of the community colleges with respect to curriculum development and innovation in the liberal arts or transfer area.

It should further be pointed out that the State universities should have only two concerns:

1. Does the student have an Associate Degree? If so, they can be assured that he has at least 64 semester hours of lower division work, including general education.

2. Does the student have the necessary foundation for upper division specialization?

   This may be determined by courses, course content, or by examination. It does not imply a duplication of courses.

The solution, as far as program approval is concerned, is a relatively simple matter of communication with the IJCB, one which will result in an improvement in the Board's coordination function at far less cost in time, energy, and money. It involves a concept which is self-evident but has been obscured by the unit of instruction device as applied to individual curricula.

Transfer education in the community college is a program and should be considered as such. The colleges are currently approved for courses which comprise the general education core and for other courses which provide the basic foundation for upper division specialization. Thus, if three new courses are necessary to provide transfer to X

> College in program Y, approval should be secured for these three courses, not a complete pre-Y program which might include 17 courses already approved in another context."[21]

The Cinderella "rags to riches" status of the Illinois community college has created profound and curious results. As late as 1968, we found many of the senior institutions disdainfully rejecting as transfer many of the junior college courses. Part of this was no doubt due to the senior institutions' belief that enrollment at the senior institution would remain high; thus, there was no reason to seek student numbers. Undoubtedly, there too existed some good justification for denying transfer equivalency. One of the more ovbious was the proliferation of courses, many of which were upper level courses, within the public junior colleges' curricula.

When it became evident that the junior colleges were draining considerable student numbers into their Freshmen-Sophomore programs, a rather abrupt change became noticeable. For example, "Northern Illinois University, representative of most institutions, now simply requires that the student complete sixty semester hours in an associate degree college-parallel program, with six hours in each of four areas: humanities, natural science and mathematics, social science, and communication."[22]

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[21] Ibid.

[22] William Hahn and Don Marine, Community and Senior College Curriculum Compatibility. A report presented to the Illinois Speech and Theatre Association (East Peoria: Illinois Central College, Nov. 3, 1972).

At its September 1972 meeting, the Illinois Junior College Board voted not to approve the offering nor state funding for any readily identifiable upper division courses in accordance with the following guidelines:[23]

> 1. Any course numbered below the 300 level or junior year level may be offered by a junior college but the course numbered at the 300 level or junior level, or above by whatever numbering system a university uses to identify upper division study may not be offered by a junior college.
>
> 2. Any course applicable to a lower division program or a part of an approved junior college curriculum may be offered by a junior college but courses primarily designed for upper division programs in a major field or supportive field of study may not be offered by a junior college nor eligible for state funding.
>
> 3. A junior college may offer any course that is offered by a university regardless of numbering system if a university permits the majority of its native students to take the course as a lower division (freshman or sophomore) student.
>
> 4. If the majority of public universities in Illinois agree or if a public university to which a substantial number of local junior college students transfer agrees, that it would be appropriate for certain special courses normally taught at the upper division level to be offered in public junior colleges, such courses could be offered by a local junior college and eligible for state funding.
>
> 5. The IJCB staff and community college administrators shall continuously examine enrollment in courses in the vocational technical programs that may be the same as traditional upper division courses in the universities to be sure that the majority of students in taking such courses are enrolled in those career

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[23] "Upper Division Courses," Community College Bulletin, Sept., 1972, p. 3.

> curriculums so that the course may be offered and approved for state funding.[24]

In a follow-up report on the 1970 graduating class of Illinois Central College, it was discovered that no serious problems were reported concerning transfer of credit to institutions, in-state or out-of-state. Furthermore, 92 percent of all transfers rated the quality of their instruction at Illinois Central College, "the same as" or "superior to" the quality of their instruction at senior institutions.[25]

Southern Illinois University reported in a recently completed junior college report that transfer students from two-year institutions do almost as well as native students in their academic performance. The summary report prepared by the Office of Admissions and Records examined the scholastic performance during 1971-1972 of 4,765 students from two-year institutions and 13,127 students who initially began their college training at Southern Illinois University at Carbondale. "The mean grade point average of the total college transfer group was 3.48 on a 5 point scale, compared to 3.53 for the native student group."[26]

These results, as expressed in the Southern Illinois University report, are further verified in a 1971 study of 728 students undertaken by Western Illinois University. This report revealed that students transferring from Illinois public community colleges do as well, or better, in Western Illinois University classrooms as during their previous college enrollment. "These transfers came from forty public junior colleges. . . . Overall 89.5 per cent completed their first transfer year . . . the first-year transfers attained a Western Illinois University mean grade point average of 2.483, which is slightly higher than their previous community college mean grade point average of 2.465. Of the 728 fall quarter transfer group, three students in four completed the first transfer year in good standing (2.0 or above)."[27]

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[24] Ibid.

[25] Michael Svob, Illinois Central College Self-Study, pp. 110-111.

[26] "Scholastic Performance of the Two-Year Transfer Student," Community College Bulletin, Sept. 1972, pp. 5-6.

As a result of these and other similar studies, the Illinois senior colleges and universities have adopted a far more realistic view as to transfer acceptance. There are strong pressures from within and without the institution to articulate the junior college curriculum with that of the four-year colleges and universities. Therefore, we can no longer regard the junior college baccalaureate-oriented program as being an inferior substitute for the respected senior college or university baccalaureate work.

Undeniably, the "fifth year of high school" image has been erased. As a result, the shedding of their academic stigma has brought to the community-junior college, a high calibre of student and professional staff.

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[27] "Western Illinois University Transfers," Community College Bulletin, Feb., 1973, pp. 6-7.

Articulation Among Junior Colleges

In its board action of May 12, 1972, the Illinois Junior College Board approved a policy on articulation among Illinois public junior colleges. This policy was established in order to encourage articulation among the public junior colleges, and to endorse basic articulation principles being promoted for improved articulation between two-year and four-year colleges.

The policy specifically identifies six major areas of concern:[28]

> 1. Junior colleges should make every effort to insure that every student making normal progress, whether a transfer or not, graduate within the normal span of the program, utilizing the charge-back principle, if necessary.
>
> 2. The general education requirements completed at one college should be accepted for comparable general education requirements of a transfer student by the receiving community college.
>
> 3. Community colleges shall accept the general education requirements completed by a student at his previous community college as long as he is pursuing a program toward the same degree at both community colleges.
>
> 4. Community colleges shall accept for transfer students the pre-professional and disciplinary courses in various baccalaureate-oriented fields that have been identified by Illinois Junior College Board sponsored articulation conferences between the two-year and four-year colleges and universities.
>
> 5. All community colleges would be expected to implement the recommendations in the report of the Articulation Committee of the Illinois Board of Higher Education, June 1971.
>
> 6. In the occupational-technical areas, the IJCB staff will continue to work with community college

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[28] "Articulation Among the Junior Colleges," Community College Bulletin, loc. cit.

> educators in order to be alert to any potential articulation problems among the community colleges which might generate any unnecessary loss of credit or time to a community college student transferring among community colleges and might create concern among leaders in business, industry and the professions in the State of Illinois.[29]

The Unit Cost Study

The educational process in the Illinois public junior colleges is financed through revenues derived from three primary sources, general property taxes, state aid, and student tuition and fees.

The basis used for granting state aid to junior colleges in Illinois is the semester credit hour. Until the 1969-1970 fiscal year, the state paid $11.50 for each hour taken. In 1970, the legislature increased this rate to $15.50, and in 1972, further increased the junior college flat rate grant to $16.50 per semester credit hour.

Yearly, during the month of August, the Illinois Junior College Board conducts its Unit Cost Study. The primary purpose of this study is to obtain the cost figures per credit hour in each of the disciplines at each of the Illinois public junior colleges. These figures serve a variety of significant uses as listed below:[30]

> 1. To provide the Illinois Junior College Board with information on costs of various types of programs both in the individual colleges and on a statewide basis among the community colleges.

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[29] Ibid.

[30] Illinois Junior College Board, Principles, Policies, and Procedures on Revisions of Unit Cost Study for 1972-1973, Appendix H. (Springfield: Illinois Junior College Board, 1972-1973) pp. 1-2.

2. To provide other state agencies including the Illinois Board of Higher Education, Bureau of the Budget, and the staffs of the State legislative committees with information on the costs in the junior colleges.

3. To provide an opportunity for the Illinois Junior College Board to compare costs of programs in the Illinois community colleges with information on costs of programs in other States.

4. To provide the Illinois Junior College Board with information on costs when reviewing proposals to consolidate programs among community colleges in the State, and for review during recognition visitations.

5. To provide the Illinois Junior College Board and the Illinois Board of Higher Education with information for comparison of costs of programs in the community colleges with costs of comparable programs in the universities and/or area vocational schools.

6. To provide the Illinois Junior College Board with information to support requests for appropriations for grants for the junior colleges including information on the need for differential grants for various types of programs and for inter-collegiate cooperative programs.

7. To provide the Illinois Board of Vocational Education and Rehabilitation with information on the costs of occupational programs and the need for specific state and/or federal funding to support the cost of such programs.[31]

In 1970-1971, the State average for instruction cost per student credit hour for all baccalaureate-oriented programs stood at $45.32.

A comparison of program unit costs in 1970-1971, as set forth in the following table, is of some interest.

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[31] _Ibid_.

TABLE 16

A COMPARATIVE STUDY OF PROGRAM UNIT COSTS ILLINOIS PUBLIC JUNIOR COLLEGES

Program	Instruction Cost per Student Credit Hour
Baccalaureate-oriented	$ 45.32
Occupationally-oriented	58.81
General Studies	49.59
Adult and Continuing Education	45.59

The baccalaureate-oriented programs at Illinois Central College include the six curriculums of the Creative Arts Division. The six curriculums, previously mentioned, are art, graphic arts, graphic design, music, speech, and theatre. The following table presents specific data relative to the 1971-1972 Creative Arts Division's budget of expenditures.

TABLE 17

ILLINOIS CENTRAL COLLEGE 1971-1972 CREATIVE ARTS DIVISION EXPENDITURES

Area	Expenditure
Salaries	$ 324,085
Employee Benefits	8,925
Contractual Services	2,925
Materials and Supplies	13,057
Travel	9,850
Fixed Charges	500
Capital Outlay	5,374
Other	2,700
Total	$ 367,416

The writer agrees with Richard W. Brightman when he says, "The need for a cost accounting system that records school expenditures by educational programs is sorely needed. . . . There is no way to answer questions regarding accountability without the ability to analyze costs of the various programs the schools offer.[32]

This chapter has been concerned with the philosophy of the Illinois public junior college; the initial responsibilities of the local board of trustees, including the importance of enrollment projections to the total funding procedure; the organizational structure of the Illinois public junior college Fine Arts curricula; new guidelines for Illinois public junior college curriculums and programs; articulation of courses; and the unit cost study.

The final topic, the Fine Arts faculty and the student enrolled in the Fine Arts program, is one of the more important.

The Fine Arts Faculty and The Student

In its Report on Higher Education, the U. S. Department of Health, Education, and Welfare, states that in community colleges, where scholarly interest cannot be assumed on the part of the students, instructors and professors should play a large part in making decisions about the shape of the educational program.[33]

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[32] Richard W. Brightman, Strategies for Change: A Case Study of Innovative Practices at the Coast Community College District (Washington: Educational Resource Information Center, May, 1971), p. 19.

[33] U. S. Department of Health Education and Welfare, Report on Higher Education, (Washington: U. S. Government Printing Office, 1971), p. 77.

The above paragraph contains far more implications than the casual reader may recognize. Junior college instructors and administrators had best come out of their ivory towers and recognize one basic fact! There is one important and essential ingredient in higher education--the student, without which the "shop" closes!

Roueche, Baker, and Brownell state, "If instructors feel that teaching specialized and advanced courses affords them prestige, while the onerous chore of teaching remedial or developmental courses is below their dignity, they certainly do not belong in community colleges."[34]

The responsibility of the administrative supervisor is to change such attitudes. Only when such attitudes are changed will we fulfill the philosophical doctrine of the community college--the open door doctrine.

Roueche, Baker, and Brownell list four essential characteristics of accountability which in the writer's opinion, are of outstanding merit:[35]

> 1. Accountability Accents Results: Accountability aims squarely at what comes out of an education system rather than at what goes into it. If educational institutions exist primarily to cause learning, then educators should scrutinize the results of their efforts. Teaching causes learning. If no learning occurs, no teaching has taken place!
>
> 2. Accountability Requires Measurement: Accountability suggests that we stop counting the number of volumes

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[34] George A. Baker, Richard L. Brownell, and John E. Roueche, op. cit., p. 13.

[35] Ibid., pp. 6-8.

> in the library, quit measuring square footage per full-time student, and start looking at how well students are being taught. We must use relevant criteria to evaluate teaching. Learning, the only valid evidence of teaching, can be further defined as a change in behavior. If specific behavioral objectives are established, educators can be held accountable for students who are able to demonstrate learning by acting in ways that were impossible before teaching took place.
>
> 3. Accountability Assumes and Shifts Responsibility: Accountability assumes responsibility for the success or failure of individual schools and pupils. Students have traditionally been held responsible through tests and recitations for whatever they may or may not have learned. Accountability shifts the emphasis of that responsibility away from the student.
>
> 4. Accountability Permeates the College Community: Although some people may be shaken up, teachers should not become scapegoats. Teachers cannot be accountable unless the concept of accountability permeates the entire spectrum of institutional responsibility.[36]

It appears that all too few junior college instructors are genuinely concerned about the high rate of student attrition. This is a tragedy! It is an unbelievable situation wherein there are individuals who indicate by a "yes" vote at the polls their willingness to provide economical higher education for all. Yet, unfortunately, some instructors remain unconcerned with student attrition.

The administrative supervisor must be concerned about the quality of instruction. The North Central Association of Colleges and Secondary Schools has stated that "an institution concerned about the quality of instruction will make every effort to provide the atmosphere and conditions that make good teaching possible and the goal of superior instruction attractive to the faculty member. An institution should recognize and reward superior teaching."[37]

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[36] Ibid.

Dr. Emory D. Estes of the University of Texas, Arlington, believes that if a campus is to create a climate for experimentation and development of effective teaching, monetary compensations must be forthcoming.[38]

Determining these monetary compensations, however, suggests that the administrative supervisor, the instructor, and the students have _all_ had some input in the total instructor-evaluation processes. Kansas University's Curriculum and Instructional Survey Staff is of the opinion that if the university takes it upon itself to say, "These courses are good! You must take them," then the students have a right to be able to choose the course and instructor that best suits them.[39]

The problem of faculty evaluation appears to be one of the least enjoyable responsibilities of the Fine Arts administrative supervisor. At Fredonia State College, the Ad-Hoc Committee on Administrative-Staff Relations discovered that some of the chronic faculty dissatisfaction with the method of evaluating faculty performance, involved feelings that:[40]

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[37] North Central Association of Colleges and Secondary Schools, _op. cit_.

[38] "Interdisciplinary Programs," _Intercollegiate Press Bulletin_, Sept. 4, 1972, p. 13.

[39] "Interdisciplinary Programs," _Intercollegiate Press Bulletin_, Sept. 4, 1972, p. 13

> 1. The wrong criteria are employed, or that there is an inappropriate weighing of different criteria. Sometimes the faculty believes that a strict, legal construction is put upon the Trustees Policies by the administration, especially in its interpretation of the five criteria for promotion, tenure, and reappointment, the feeling being that a weakness in one of the five criteria is invoked mechanically and arbitrarily. Additionally, faculty members may feel that they are judged by and held accountable to standards not covered by existing criteria but by mythical norms from the recent past.
>
> 2. The persons making evaluations are not highly qualified to make these evaluations, especially when a department's recommendation is over-turned by an administrator. The feeling of many younger faculty is that seniority is the main basis for privileged situations on campus (tenure or membership on the graduate faculty, for example) and that senior faculty members often evaluate younger members who are actually more qualified.
>
> 3. The personnel evaluations occur too frequently because of the past policy of giving term appointments only on a one-year basis.[41]

Faculty evaluation has a direct bearing on faculty salaries, faculty morale, and can and does affect faculty performance. This particular responsibility of the administrative supervisor, as previously indicated, can be one of the most difficult to fulfill. It is the writer's opinion, however, that the following poem, "He Sat in a Square Brown Desk," written by a high school senior, literally screams,

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[40] "Evaluation Procedure - Faculty Morale," Intercollegiate Press Bulletin, Sept. 25, 1972, p. 36.

[41] Ibid.

"You, as an administrative supervisor of the Fine Arts program, have the responsibility to develop, not kill, my God-given gift of creativity."

He always
He always wanted to explain things.
But no one cared.
So he drew.
Sometimes he would draw and it wasn't anything.
He wanted to carve it in stone or write it in the sky.
He would lie out on the grass and look up at the sky
And it would be only the sky and him and the things inside
him that needed saying.
And it was after that, he drew the picture.
It was a beautiful picture.
He kept it under his pillow and let no one see it.
And he would look at it every night and think about it.
And when it was dark, and his eyes were closed, he could
still see it.
And it was all of him.
And he loved it.
When he started school he brought it with him.
Not to show anyone, but just to have it with him like a friend.
It was funny about school.
He sat in a square brown desk
Like all other square, brown desks
And he thought it should be red
And his room was a square brown room,
Like all the other rooms.
And it was tight and close.
And stiff.
He hated to hold the pencil and chalk,
With his arm stiff and his feet flat on the floor,
Stiff.
With the teacher watching and watching.
The teacher came and spoke to him.
She told him to wear a tie like all the other boys.
He said he didn't like them.
And she said it didn't matter.
After that they drew
And he drew all yellow and it was the way he felt about
morning.
And it was beautiful.
The teacher came and smiled at him.
"What's this?" she said. "Why don't you draw something
like Ken's drawing?"
"Isn't that beautiful?"
After that his mother bought him a tie.

And he always drew airplanes and rocketships like
everyone else.
And he threw the old picture away.
And when he lay out alone looking at the sky
It was a big and blue and all of everything.
But he wasn't anymore
He was square inside and brown
And his hands were stiff.
And he was like everyone else.
And the things inside him that needed saying didn't need it
anymore.
It had stopped pushing
It was crushed
Stiff.
Like everything else.[42]

(This poem was reprinted from The Daily Planet, Miami, Florida. It was written by a Grade 12 English student in Regina, Sask., Canada.)

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[42] "He Sat in a Square Brown Desk," Bulletin for the American Association for Teacher Education, May-June, 1971, p. 4.

CHAPTER III

SUMMARY OF SURVEY STATISTICS

Restatement of Goals, Limitations, and Delimitations

This chapter summarizes responses to a fourteen-page questionnaire sent to the administrative supervisors of 44 Illinois public junior colleges. The 63.6 per cent response rate included information in the following areas:

(1) The structure of the Fine Arts program.

(2) The role of the administrative supervisor of the Fine Arts program.

(3) The Fine Arts faculty.

(4) The Fine Arts budget.

(5) The Fine Arts unit cost study.

(6) The salary of the Fine Arts faculty.

(7) The Fine Arts curricula.

The detailed findings from this survey are summarized in a series of tables which run from 18 through 60.

No one can say what point or points in the accompanying tables of survey-summaries will be of major interest to the individuals who read this report. All data received have been summarized so the reader can examine the survey-summary-table in his area of concern to discover what the current practices are in that field for each of the twenty-six Illinois public junior colleges responding to the questionnaire.

In Chapter One, the writer has already mentioned a number of limitations of this survey. For example, not all of the 44 public junior colleges receiving the questionnaire returned it. Also, wherein the college catalog failed to identify the existence of such an administrative supervisor, the questionnaire was sent to specific faculty members within each of the six curriculums surveyed.

It is well for the reader to keep in mind that this particular study is concerned with data as it applies to the 1971-1972 academic year.

Additional limitations should be recognized by the reader. The writer made an effort to include questions of current local interest which fell in different broad areas of concern. This study is not meant to be considered an intensive investigation of each of the seven broad areas touched on.

The reader will be unable to identify the specific public junior college responding to each question within the seven broad areas of concern. It was the decision of both the writer and his advisor that potentially there existed possible embarrassment to the administrative supervisor responding to the questionnaire should the college be identified. In so much as the writer invited the surveyed administrative supervisors to frankly express their personal feelings, there does exist, in the opinion of the writer, a high degree of potential embarrassment. Therefore, each college has been assigned a specific code number, which appears at the top of each question's summary. Each of the following code numbers represent an Illinois public junior college responding to the question:

3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45

To assist the reader in determining the relationship, if any, between the response to a survey question and the size of the institution, the writer provides the following information:

(1) 15.4 per cent of the colleges responding had an enrollment of 1,000 - 1,499:

(a) Code number - 3
(b) Code number - 16
(c) Code number - 25
(d) Code number - 36

(2) 7.7 per cent of the colleges responding had an enrollment of 1,500 - 1,999:

(a) Code number - 28
(b) Code number - 38

(3) 11.6 per cent of the colleges responding had an enrollment of 2,000 - 2,499:

(a) Code number - 19
(b) Code number - 27
(c) Code number - 32

(4) 3.8 per cent of the colleges responding had an enrollment of 2,500 - 2,999:

(a) Code number - 21

(5) 15.4 per cent of the colleges responding had an enrollment of 3,500 - 3,999:

(a) Code number - 4
(b) Code number - 35
(c) Code number - 37
(d) Code number - 44

(6) 3.8 per cent of the colleges responding had an enrollment of 4,000 - 4,499:

  (a) Code number - 34

(7) 15.4 per cent of the colleges responding had an enrollment of 4,500 - 4,999:

  (a) Code number - 5
  (b) Code number - 12
  (c) Code number - 23
  (d) Code number - 29

(8) 3.8 per cent of the colleges responding had an enrollment of 5,000 - 5,999:

  (a) Code number - 8

(9) 3.8 per cent of the colleges responding had an enrollment of 6,000 - 6,999:

  (a) Code number - 42

(10) 15.4 per cent of the colleges responding had an enrollment of 8,000 - 8,999:

  (a) Code number - 10
  (b) Code number - 11
  (c) Code number - 17
  (d) Code number - 45

(11) 3.8 per cent of the colleges responding had an enrollment of 10,000 - 14,999:

  (a) Code number - 6

PART ONE OF THE SURVEY SUMMARY

(STRUCTURE OF THE FINE ARTS PROGRAM)

TABLE 18

Question 1: The Fine Arts program is identified in the college's organizational structure as:

A. the Division of Fine Arts.
B. the Division of Creative Arts.
C. the Division of Humanities.
D. the Departments of Art, Graphic Arts, Graphic Design, Music, Speech, and/or Theatre.
E. Other.

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A												X														
B										X																
C	X	X	X		X			X	X		X			X	X	X							X	X	X	
D				X		X							X					X		X						
E							X										X		X		X	X				X

TABLE 18--Continued

Statistics

1. Responding -- 26 Illinois public junior colleges (100.0 per cent).

2. Categories identified by the respondents:

   A. one college -- 3.8 per cent.
   B. one college -- 3.8 per cent.
   C. thirteen colleges -- 50.0 per cent.
   D. five colleges -- 19.3 per cent.
   E. six colleges -- 23.1 per cent.

TABLE 19

Question 2: Which of the following curricula does the college include in the Fine Arts program?

A. Art
B. Graphic Arts (printing)
C. Graphic Design (commercial art)
D. Music
E. Speech
F. Theatre
G. Other

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
B							X			X									X							
C	X	X	X	X				X		X		X		X					X	X				X		
D	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
E	X			X	X	X	X		X	X	X	X	X	X			X	X	X	X		X	X		X	X
F				X	X	X	X		X	X		X		X		X	X	X	X	X		X	X	X	X	X
G			X				X							X			X		X						X	X

Statistics

1. Responding -- 26 Illinois public junior colleges (100.0 per cent).

TABLE 19--Continued

2. Categories identified by the respondents:

A. twenty-six colleges -- 100.0 per cent.
B. three colleges -- 11.5 per cent.
C. eleven colleges -- 42.3 per cent.
D. twenty-six colleges -- 100.0 per cent.
E. nineteen colleges -- 73.1 per cent.
F. eighteen colleges -- 69.2 per cent.
G. seven colleges -- 26.9 per cent.

PART TWO OF THE SURVEY SUMMARY

(ROLE OF THE ADMINISTRATIVE SUPERVISOR OF THE FINE ARTS PROGRAM)

TABLE 20

Question 1: The administrative supervisor of the Fine Arts program is identified as:

A. Chairman of Fine Arts
B. Chairman of Creative Arts
C. Chairman of Humanities
D. Dean of Fine Arts
E. Dean of Creative Arts
F. Dean of Humanities
G. Chairman of the various departments
H. Other

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A			X									X						X								
B										X																
C	X	X			X			X	X					X	X	X							X		X	
D																										
E																										
F																										
G				X		X							X							X						
H							X				X						X		X		X	X		X		X

TABLE 20--Continued

Statistics

1. Responding -- 26 Illinois public junior colleges (100.0 per cent).

2. Categories identified by the respondents:

   A. three colleges -- 11.5 per cent.
   B. one college -- 3.8 per cent.
   C. ten colleges -- 38.5 per cent.
   D. none
   E. none
   F. none
   G. four colleges -- 15.4 per cent.
   H. eight colleges -- 30.8 per cent.

TABLE 21

Question 2: The administrative supervisor of the Fine Arts program has responsibilities relating to:

A. New Personnel
  1) Screens applications of persons under consideration for opening within the division.
  2) Formulates recommendations concerning individuals being considered for new positions.
  3) Conducts activities relating to the interview of prospective professional employees.
  4) Joint determination with the Dean of Instruction of the recommendations of appointment to the division staff.
  5) Orientation of newly-employed personnel to the activities of the division.

B. Supervision of Personnel
  1) Designates working assignment and schedules of personnel.
  2) Coordinates the activities of division personnel.
  3) Makes a formal evaluation of the services of personnel.

C. Coordination of the Division
  1) Coordinates and approves personnel requests for purchases and travel.
  2) Coordinates requests for other services relating to the operation of the division.
  3) Evaluates the effectiveness of courses or programs of the division.
  4) Holds regular division meetings.
  5) Attends the division's departmental meetings.

D. Coordination of planning efforts
  1) Assumes the leadership responsibility for instructional development of the areas which he serves.
  2) Plans for future budgets.
  3) Plans for future enrollments.
  4) Plans for future facilities.
  5) Plans for future material and supplies.
  6) Plans for future personnel.

TABLE 21--Continued

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A NEW PERSONNEL																										
1		X	X		X	X		X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2	X	X	X		X	X		X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3		X	X		X	X		X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5		X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
B SUPERVISION OF PERSONNEL																										
1	X	X	X		X	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2	X	X	X		X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
3	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
C COORDINATION OF THE DIVISION																										
1		X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
2		X	X		X	X		X	X	X		X		X	X	X	X	X	X	X	X	X		X	X	X
3		X	X		X	X		X	X	X		X	X	X	X	X		X	X	X	X	X		X	X	X
4	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X
5		X	X		X	X		X	X	X		X		X	X	X	X	X		X		X	X	X	X	X
D COORDINATION OF PLANNING EFFORT																										
1		X	X		X	X	X	X	X	X		X	X	X	X	X		X	X	X		X		X		X
2	X	X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X		X		X
3		X				X	X	X		X		X	X	X	X	X	X	X	X	X	X	X		X		X
4		X			X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X		X		X
5	X	X	X		X	X	X	X		X		X	X	X	X	X	X	X	X	X		X		X		X
6	X	X	X		X					X		X	X	X	X	X	X	X	X	X	X	X		X		X

TABLE 21--Continued

Statistics

1. Responding -- 25 Illinois public junior colleges (96.2 per cent).

2. Eleven junior colleges indicating total of responsibilities apply (42.3 per cent).

TABLE 22

Question 3: Beside each of the following responsibilities of the administrative supervisor of the Fine Arts program indicate with the following symbols your opinion as to:

R = one of the most rewarding
T = one of the most time consuming
D = one of the most difficult
Z = one that does not apply to our Fine Arts organizational structure

The administrative supervisor of the Fine Arts program has responsibilities relating to:

A. New Personnel
  1) Screens applications of persons under consideration for openings within the division.
  2) Formulates recommendations concerning individuals being considered for new positions.
  3) Conducts activities relating to the interview of prospective professional employees.
  4) Joint determination with the Dean of Instruction of the recommendations of appointment to the division staff.
  5) Orientation of newly-employed personnel to the activities of the division.

B. Supervision of Personnel
  1) Designates working assignment and schedules of personnel.
  2) Coordinates the activities of division personnel.
  3) Makes a formal evaluation of the services of personnel.

C. Coordination of the Division
  1) Coordinates and approves personnel requests for purchases and travel.
  2) Coordinates requests for other services relating to the operation of the division.
  3) Evaluates the effectiveness of courses or programs of the division.
  4) Holds regular division meetings.
  5) Attends the division's departmental meetings.

TABLE 22--Continued

D. Coordination of planning efforts
    1) Assumes the leadership responsibility for instructional development of the areas which he serves.
    2) Plans for future budgets.
    3) Plans for future enrollments.
    4) Plans for future facilities.
    5) Plans for future material and supplies.
    6) Plans for future personnel.

TABLE 22--Continued

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A NEW PERSONNEL																										
1	*	T	T		*		Z	R	Z	T	Z			D	Z	TD	TD	T	T	T	Z	T	*	Z	T	TR
2	T	R	T		R		Z	D	Z	R	Z			D	Z	TD	T	T	R	T	Z	T	*	R	R	TR
3	*	T	T		*		Z	T	Z	TR	Z			T	Z	TD	T	T	R	T	Z	T	*	Z	R	TR
4	D	Z	R		Z		Z	R	R	R	Z			T	Z	TD	Z	R	R	T	Z	T	*	Z	R	TR
5	D	Z	D		R		Z	R	R	R	Z			R	Z	TD	RT	R	R	R	Z	R	*	D	R	Z
B SUPERVISION OF PERSONNEL																										
1	T	D	D		T		Z	T	R	R	Z			T	Z	TD	TD	R	T	T	Z	T	*	T	T	Z
2	R	Z	R		R		Z	T	R	R	T			R	R	TD	R	R	R	T	Z	R	*	T	Z	Z
3	D	Z	D		*		Z	D	R	TD	T			DT	T	TD	D	T	D	T	Z	R	*	D	Z	TR
C COORDINATION OF THE DIVISION																										
1	*	Z	T		T		Z	D	R	R	T			Z	Z	TD	T	R	Z	T	Z	Z	*	Z	D	Z
2	*	Z	T		*		Z	R	R	R	R			Z	Z	TD	T	R	Z	T	Z	Z	*	Z	D	TD
3	RD	Z	T		R		Z	D	R	R	Z			D	RT	TD		R	R	D	Z	Z	*	D	R	D
4	R	Z	R		R		Z	R	R	R	T			R	Z	TD	T	R	R	T	Z	R	*	R	R	Z
5	Z	Z	T		R		Z	R	R	R	Z			R	Z	TD	T	T	Z	T	Z	R	*	R	R	Z
D COORDINATION OF PLANNING EFFORT																										
1	RD	Z	R		R		R	D	R	R	Z			T	R	TD		R	R	R	Z	R	*	R	T	D
2	T	T	R		T		R	D	R	TR	T			T	T	TD	TD	R	T	T	Z	R	*	T	T	TDR
3	D	Z	T		Z		R	T	Z	TD	Z			T	Z	TD	T	R	Z		Z	R	*	R	T	TDR
4	D	T	R		Z		R	R	Z	TR	Z			T	Z	TD	T	R	R	T	Z	R	*	R	R	TDR
5	*	Z	D		*		R	D	Z	TR	Z			T	T	TD	T	R	Z	T	Z	R	*	Z	D	TDR
6	D	Z	R		Z		Z	D	Z	TR	Z			T	Z	TD	T	R	R	T	Z	R	*	Z	D	TDR

TABLE 22--Continued

* -- Symbol used for routine responsibility. This symbol was not provided in the researcher's questionnaire. However, three colleges added this category in responding.

Statistics

1. Responding -- 22 Illinois public junior colleges (84.6 per cent).

TABLE 23

Question 4: The admini trative supervisor of the Fine Arts program holds:

A. A 9-month contract.
B. An 11-month contract.
C. A 12-month contract.
D. Other

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A	X			X			X		X		X		X		X		X			X		X		X	X	
B																X			X							
C										X		X		X							X		X			X
D		X	X		X	X		X										X								

Statistics

1. Responding -- 26 Illinois public junior colleges (100.0 per cent).

2. Categories identified by the respondents:

A. twelve colleges -- 46.2 per cent.
B. two colleges -- 7.8 per cent.
C. six colleges -- 23.0 per cent.
D. six colleges -- 23.0 per cent.

TABLE 24

Question 5: Is the administrative supervisor of the Fine Arts program assigned classroom teaching duties?

A. Yes
B. No

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
B										X																X

Statistics

1. Responding -- 26 Illinois public junior colleges (100.0 per cent).

2. Categories identified by the respondents:

   A. twenty-four colleges -- 92.3 per cent.
   B. two colleges -- 7.7 per cent.

TABLE 25

Question 6: If the answer to Number 4 is "Yes," the administrative supervisor is assigned:

A. One class
B. Two classes
C. Three or more classes

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A																			X					X		
B		X	X		X							X	X			X							X		X	
C	X			X		X	X	X	X		X			X	X		X	X		X	X	X				

Statistics

1. Responding out of those who indicated "yes" to question 5 -- twenty-four Illinois public junior colleges (100.0 per cent).

2. Categories identified by the respondents:

   A. two colleges -- 8.4 per cent.
   B. eight colleges -- 33.3 per cent.
   C. fourteen colleges -- 58.3 per cent.

TABLE 26

Question 7: Salary adjustments for the administrative supervisor of the Fine Arts program is provided through:

A. Released time
B. Use of a multiplier
C. Administrative range
D. Range plus merit
E. Other

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A	X	X	X	X	X	X		X				X		X				X								
B													X									X			X	
C																			X		X					
D							X			X																
E									X		X				X	X	X			X			X	X		X

Statistics

1. Responding -- 26 Illinois public junior colleges (100.0 per cent).

2. Categories identified by the respondents:

   A. ten colleges -- 38.5 per cent.
   B. three colleges -- 11.5 per cent.
   C. two colleges -- 7.7 per cent.
   D. two colleges -- 7.7 per cent.
   E. nine colleges -- 34.6 per cent.

TABLE 27

Question 8: For what length of time has the administrative supervisor of the Fine Arts program served in this role?

A. One year
B. Two years
C. Three years
D. Four years
E. Five years
F. More than five years

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A			X		X									X			X							X		
B										X																X
C	X	X						X			X											X			X	
D												X														
E																			X							
F						X			X									X			X		X			

Statistics

1. Responding -- 20 Illinois public junior colleges (76.9 per cent).

TABLE 28

Question 9: Is the administrative supervisor of the Fine Arts program eligible for tenure?

A. Yes
B. No

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A	X	X	X		X	X		X	X	X	X	X		X		X	X	X	X	X			X	X	X	
B															X											X

Statistics

1. Responding -- 21 Illinois public junior colleges (80.8 per cent).

2. Categories identified by the respondents:

   A. nineteen colleges -- 90.5 per cent -- Yes.
   B. two colleges -- 9.5 per cent -- No.

TABLE 29

Question 10: If the answer to Number 9 is "Yes," is tenure for the administrative supervisor granted on the same basis as that for the faculty?

A. Yes
B. No

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A	X	X	X		X	X		X	X	X	X	X		X		X	X	X	X					X	X	
B																							X			

Statistics

1. Responding out of those who indicated "yes" to Question 9 -- nineteen Illinois public junior colleges (100.0 per cent).

2. Categories identified by the respondents;

   A. eighteen colleges -- 94.7 per cent -- Yes.
   B. one college -- 5.3 per cent -- No.

TABLE 30

Question 11: Has tenure been granted to the present administrative supervisor of the Fine Arts program?

A. Yes
B. No

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A	X	X	X		X	X		X	X	X	X	X				X	X	X	X				X	X	X	
B														X	X											X

Statistics

1. Responding -- 20 Illinois public junior colleges (76.9 per cent).

2. Categories identified by the respondents:

A. seventeen colleges -- 85.0 per cent -- Yes.
B. three colleges -- 15.0 per cent -- No.

TABLE 31

Question 12: The administrative supervisor of the Fine Arts program is assisted by:

A. An Assistant Division Chairman

B. An Assistant Dean

C. Department Heads of:
  1) Art
  2) Graphic Arts
  3) Graphic Design
  4) Music
  5) Speech
  6) Theatre

D. Coordinators of:
  1) Art
  2) Graphic Arts
  3) Graphic Design
  4) Music
  5) Speech
  6) Theatre

E. Lead teachers of:
  1) Art
  2) Graphic Arts
  3) Graphic Design
  4) Music
  5) Speech
  6) Theatre

TABLE 31--Continued

F. Supervisors of:
  1) Art
  2) Graphic Arts
  3) Graphic Design
  4) Music
  5) Speech
  6) Theatre

G. Program Directors of:
  1) Art
  2) Graphic Arts
  3) Graphic Design
  4) Music
  5) Speech
  6) Theatre

H. None

TABLE 31--Continued

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A																										
B																										
C DEPARTMENT HEADS																										
1			X	X											X								X			
2																										
3			X	X																						
4			X	X											X								X			
5			X	X																			X			
6			X	X																			X			
D COORDINATORS																										
1					X									X												
2																										
3														X												
4					X									X												
5					X									X												
6					X																					
E LEAD INSTRUCTORS																										
1		X														X			X					X	X	X
2																										
3																										
4		X														X									X	X
5																									X	X
6																X								X	X	X

TABLE 31--Continued

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
F SUPERVISORS																										
1																										
2																										
3																										
4																										
5																										
6																										
G PROGRAM DIRECTORS																										
1										X																
2										X																
3										X																
4										X																
5										X																
6										X																
H NONE																										
	X					X	X	X	X		X	X	X				X	X		X	X	X				

Statistics

1. Responding -- 26 Illinois public junior colleges (100.0 per cent).

TABLE 31--Continued

2. Categories identified by the respondents:

   A. none
   B. none
   C. four colleges -- 15.4 per cent.
   D. two colleges -- 7.7 per cent.
   E. six colleges -- 23.1 per cent.
   F. none
   G. one college -- 3.8 per cent.
   H. thirteen colleges -- 50.0 per cent.

PART THREE OF THE SURVEY SUMMARY

(FINE ARTS FACULTY)

TABLE 32

Question 1: What is the total number of:

A. Full-time Fine Arts faculty?
B. Part-time Fine Arts faculty?
C. Part-time Fine Arts faculty involved in credit course instruction?
D. Part-time Fine Arts faculty involved in non-credit course instruction?

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A	7	12	35			11	6	4	4	22	2	8	10	9	4	4	11	7	31		4	5		13	9	18
B	2						4	3	9	21	2	7		3	2	4	14	3	25		1			14	12	20
C	2							1	9	7	1	7		3		4	14	3	12		0			4	9	20
D	0							2	0	14	1	0		0		0	0	3	13		1			10	3	6

Statistics

1. Responding -- 22 Illinois public junior colleges (84.6 per cent).

2. Categories identified by respondents:

A. Full-time Fine Arts faculty -- Spread from 2 - 35.
B. Part-time Fine Arts faculty -- Spread from 1 - 25.
C. Part-time Fine Arts faculty teaching credit courses -- Spread from 0 - 20.
D. Part-time Fine Arts faculty teaching non-credit courses -- Spread from 0 - 14.

TABLE 33

Question 2: What is the total number of full-time faculty holding as their highest earned degree:

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A. B.S.																										
B. B.A.											1							1								
C. B.F.A.																		1								
D. Ed.M.																										
E. M.M.Ed.								1		2				1				2							2	
F. M.S.										3			4	5	3											
G. M.S.Ed.										1				3											2	
H. M.A.	5	7				10	1		4	10	3	4	2		1							3			3	10
I. M.F.A.	1					1	4	3		3		2	3			2		3				1			2	4
J. Ed.D.												1	1			1										
K. Ph.D.		3								1												1				3
L. No degree																										1
M. Other	1	2					1			2		1				1										

Statistics

1. Responding -- 17 Illinois public junior colleges (65.3 per cent).

2. A total of 144 instructors identified:

    A. none
    B. two instructors -- 1.4 per cent.
    C. one instructor -- 0.7 per cent.
    D. none

TABLE 33--Continued

E. eight instructors -- 5.5+ per cent.
F. fifteen instructors -- 10.4 per cent.
G. six instructors -- 4.2 per cent.
H. sixty-three instructors -- 43.7 per cent.
I. twenty-nine instructors -- 20.1 per cent.
J. three instructors -- 2.1 per cent.
K. eight instructors -- 5.5+ per cent.
L. one instructor -- 0.7 per cent.
M. eight instructors -- 5.5+ per cent.

TABLE 34

Question 3: What is the total number of full-time Fine Arts faculty in each of the following areas with the rank of:

A. Technical Instructor
   1) Art
   2) Graphic Arts
   3) Graphic Design
   4) Music
   5) Speech
   6) Theatre

B. Instructor
   1) Art
   2) Graphic Arts
   3) Graphic Design
   4) Music
   5) Speech
   6) Theatre

C. Assistant Professor
   1) Art
   2) Graphic Arts
   3) Graphic Design
   4) Music
   5) Speech
   6) Theatre

D. Associate Professor
   1) Art
   2) Graphic Arts
   3) Graphic Design
   4) Music
   5) Speech
   6) Theatre

TABLE 34--Continued

E. Professor
    1) Art
    2) Graphic Arts
    3) Graphic Design
    4) Music
    5) Speech
    6) Theatre

F. Other
    1) Art
    2) Graphic Arts
    3) Graphic Design
    4) Music
    5) Speech
    6) Theatre

TABLE 34--Continued

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A TECHNICAL INSTRUCTOR																										
1																										
2																										
3																										
4																										
5																										
6																										
B INSTRUCTOR																										
1								3		1	1			1	2	1	4				1					3
2										1																
3										1																
4		1						1		2	½			1	2	1	3			2	2					2
5										4	2			1			2				1					
6																										
C ASSISTANT PROFESSOR																										
1		2				7				2													1			1
2																										
3																										
4		2								1																1
5										1													3			
6		2		1																			1			

TABLE 34--Continued

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
D ASSOCIATE PROFESSOR																										
1						3				3						1										2
2																										
3																										
4		3								3													1			
5										1																
6																										
E PROFESSOR																										
1	1					1																				
2																										
3																										
4																1										1
5																										
6				1						1																
F OTHER																										
1																										
2																										
3																										
4																										
5																										
6																										

TABLE 34--Continued

Statistics

1. Responding -- 15 Illinois public junior colleges (57.7 per cent).

2. A total of 41 art instructors identified:

   A. none
   B. seventeen instructors -- 41.5 per cent.
   C. thirteen instructors -- 31.7 per cent.
   D. nine instructors -- 21.9 per cent.
   E. two instructors -- 4.9 per cent.
   F. none

3. A total of 1 graphic arts instructor identified:

   A. none
   B. one instructor -- 100.0 per cent.
   C. none
   D. none
   E. none
   F. none

4. A total of 1 graphic design instructor identified:

   A. none
   B. one instructor -- 100.0 per cent.
   C. none
   D. none
   E. none
   F. none

TABLE 34--Continued

5. A total of 30 music instructors identified:

   A. none
   B. seventeen instructors -- 56.7 per cent.
   C. four instructors -- 13.3 per cent.
   D. seven instructors -- 23.3 per cent.
   E. two instructors -- 6.7 per cent.
   F. none

6. A total of 15 speech instructors identified:

   A. none
   B. ten instructors -- 66.7 per cent.
   C. four instructors -- 26.7 per cent.
   D. one instructor -- 6.6 per cent.
   E. none
   F. none

7. A total of 6 theatre instructors identified:

   A. none
   B. none
   C. four instructors -- 66.7 per cent.
   D. none
   E. two instructors -- 33.3 per cent.
   F. none

TABLE 35

Question 4: The average teaching load (semester hours taught per week) in each of the following areas is:

A. Art
B. Graphic Arts
C. Graphic Design
D. Music
E. Speech
F. Theatre

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A	16	12		12		12	18	15	15	15	12	15	11	15	20	15	17	15	18		15	16		18	15	16½
B							18			15									18							
C			15	12						15				15					18							
D	26	12	12	12		12	18	15	17	15	8	15	12	15	16	15	17	14	18	15	15	15		18	15	14
E	16		12	12		12	12		15	15	28	15	15	15			16	15	16		15		15	15	15	
F				12		12	12		15	15		15	15			6	16	15	16				12	15	15	

Statistics

1. Total responding -- 25 Illinois public junior colleges (96.1 per cent).

TABLE 35--Continued

2. Categories:

   A. Art -- 22 Illinois public junior colleges in comparison to 26 replying affirmatively in Table 19.
      1) One college, or 4.5 per cent -- 11 semester hour teaching load.
      2) Four colleges, or 18.2 per cent -- 12 semester hour teaching load.
      3) Nine colleges, or 40.9 per cent -- 15 semester hour teaching load.
      4) Three colleges, or 13.7 per cent -- 16 semester hour teaching load.
      5) One college, or 4.5 per cent -- 17 semester hour teaching load.
      6) Three colleges, or 13.7 per cent -- 18 semester hour teaching load.
      7) One college, or 4.5 per cent -- 20 semester hour teaching load.

   B. Graphic Arts -- 3 Illinois public junior colleges in comparison to 3 replying affirmatively in Table 19.
      1) One college, or 33.3 per cent -- 15 semester hour teaching load.
      2) Two colleges, or 66.7 per cent -- 18 semester hour teaching load.

   C. Graphic Design -- 5 Illinois public junior colleges in comparison to 11 replying affirmatively in Table 19.
      1) One college, or 20.0 per cent -- 12 semester hour teaching load.
      2) Three colleges, or 60.0 per cent -- 15 semester hour teaching load.
      3) One college, or 20.0 per cent -- 18 semester hour teaching load.

   D. Music -- 24 Illinois public junior colleges in comparison to 26 replying affirmatively in Table 19.
      1) One college, or 4.2 per cent -- 8 semester hour teaching load.
      2) Five colleges, or 20.8 per cent -- 12 semester hour teaching load.
      3) Two colleges, or 8.3 per cent -- 14 semester hour teaching load.
      4) Nine colleges, or 37.5 per cent -- 15 semester hour teaching load.
      5) One college, or 4.2 per cent -- 16 semester hour teaching load.
      6) Two colleges, or 8.3 per cent -- 17 semester hour teaching load.
      7) Three colleges, or 12.5 per cent -- 18 semester hour teaching load.
      8) One college, or 4.2 per cent -- 26 semester hour teaching load.

TABLE 35--Continued

E. Speech -- 18 Illinois public junior colleges in comparison to 18 replying affirmatively in Table 19. (Statistical variance: Colleges identified by code-numbers-5, 36, and 42, did not respond affirmatively in Table 19. In all three instances, questionnaire replies indicated that Speech was a separate entity.)
   1) Four colleges, or 22.2 per cent -- 12 semester hour teaching load.
   2) Ten colleges, or 55.5 per cent -- 15 semester hour teaching load.
   3) Three colleges, or 16.7 per cent -- 16 semester hour teaching load.
   4) One college, or 5.6 per cent -- 28 semester hour teaching load.

F. Theatre -- 14 Illinois public junior colleges in comparison to 18 replying affirmatively in Table 19. (Statistical variance: College identified by code-number-23 did not respond affirmatively in Table 19. Questionnaire reply indicated that Theatre was a separate entity.)
   1) One college, or 7.1 per cent -- 6 semester hour teaching load.
   2) Four colleges, or 28.6 per cent -- 12 semester hour teaching load.
   3) Seven colleges, or 50.0 per cent -- 15 semester hour teaching load.
   4) Two colleges, or 14.3 per cent -- 16 semester hour teaching load.

TABLE 36

Question 5: Is the Fine Arts faculty involved in student advisement?

A. Yes
B. No

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X			X			X		X	X	X
B												X					X			X	X		X			

Statistics

1. Responding -- 25 Illinois public junior colleges (96.1 per cent).

2. Categories identified by the respondents:

   A. twenty colleges -- 80.0 per cent -- Yes.
   B. five colleges -- 20.0 per cent -- No.

TABLE 37

Question 6: If answer to Question 5 is "yes," what is the average number of student advisees per faculty member in each of the following areas?

A. Art
B. Graphic Arts
C. Graphic Design
D. Music
E. Speech
F. Theatre
G. Other

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A					2	30		8		20			20	15	40	15									3	5
B										15																
C										35																
D					2	30		8		20	3		20	30	20	15									3	10
E					2	30				20	6		25	5											3	
F					2	30				20			15													
G																										

Statistics

1. Total responding -- 11 Illinois public junior colleges in comparison to the 20 replying affirmatively in Table 36 (55.0 per cent).

TABLE 37--Continued

2. Categories:

A. Art -- 10 replies.
1) One college, or 10.0 per cent -- 2 student advisees per faculty member.
2) One college, or 10.0 per cent -- 3 student advisees per faculty member.
3) One college, or 10.0 per cent -- 5 student advisees per faculty member.
4) One college, or 10.0 per cent -- 8 student advisees per faculty member.
5) Two colleges, or 20.0 per cent -- 15 student advisees per faculty member.
6) Two colleges, or 20.0 per cent -- 20 student advisees per faculty member.
7) One college, or 10.0 per cent -- 30 student advisees per faculty member.
8) One college, or 10.0 per cent -- 40 student advisees per faculty member.

B. Graphic Arts -- 1 reply.
1) One college, or 100 per cent -- 15 student advisees per faculty member.

C. Graphic Design -- 1 reply.
1) One college, or 100 per cent -- 35 student advisees per faculty member.

D. Music -- 11 replies.
1) One college, or 9.1 per cent -- 2 student advisees per faculty member.
2) Two colleges, or 18.2 per cent -- 3 student advisees per faculty member.
3) One college, or 9.1 per cent -- 8 student advisees per faculty member.
4) One college, or 9.1 per cent -- 10 student advisees per faculty member.
5) One college, or 9.1 per cent -- 15 student advisees per faculty member.
6) Three colleges, or 27.2 per cent -- 20 student advisees per faculty member.
7) Two colleges, or 18.2 per cent -- 30 student advisees per faculty member.

TABLE 37--Continued

E. Speech -- 7 replies.
   1) One college, or 14.2+ per cent -- 2 student advisees per faculty member.
   2) One college, or 14.2+ per cent -- 3 student advisees per faculty member.
   3) One college, or 14.2+ per cent -- 5 student advisees per faculty member.
   4) One college, or 14.2+ per cent -- 6 student advisees per faculty member.
   5) One college, or 14.2+ per cent -- 20 student advisees per faculty member.
   6) One college, or 14.2+ per cent -- 25 student advisees per faculty member.
   7) One college, or 14.2+ per cent -- 30 student advisees per faculty member.

F. Theatre -- 4 replies.
   1) One college, or 25.0 per cent -- 2 student advisees per faculty member.
   2) One college, or 25.0 per cent -- 15 student advisees per faculty member.
   3) One college, or 25.0 per cent -- 20 student advisees per faculty member.
   4) One college, or 25.0 per cent -- 30 student advisees per faculty member.

TABLE 38

Question 7: Please check those departments holding regularly scheduled department meetings.

A. Art
B. Graphic Arts
C. Graphic Design
D. Music
E. Speech
F. Theatre

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A		X	X	X		X	X			X			X	X	X	X	X	X				X			X	
B							X			X																
C				X						X																
D		X	X	X		X	X			X			X	X	X	X	X	X				X			X	
E			X	X		X	X			X			X	X				X					X		X	X
F			X	X		X	X			X						X	X	X							X	X

Statistics

1. Total responding -- 16 Illinois publ[illegible] junior colleges (61.5 per cent).

TABLE 38--Continued

2. Categories identified by the respondents:

   A. Fourteen colleges in comparison to 26 replying affirmatively in Table 19. (53.8 per cent hold regularly scheduled departmental meetings.)
   B. Two colleges in comparison to 3 replying affirmatively in Table 19. (66.6 per cent hold regularly scheduled departmental meetings.)
   C. Two colleges in comparison to 11 replying affirmatively in Table 19. (18.2 per cent hold regularly scheduled departmental meetings.)
   D. Fourteen colleges in comparison to 26 replying affirmatively in Table 19. (53.8 per cent hold regularly scheduled departmental meetings.)
   E. Eleven colleges in comparison to 19 replying affirmatively in Table 19. (57.9 per cent hold regularly scheduled departmental meetings.)
   F. Ten colleges in comparison to 18 replying affirmatively in Table 19. (55.6 per cent hold regularly scheduled departmental meetings.)

TABLE 39

Question 8: Faculty members attend regularly scheduled department meetings on the average of:

A. once every two weeks
B. once every three weeks
C. once every four weeks
D. twice a semester
E. once a semester

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A						X							X	X		X	X									
B																										
C		X			X		X			X					X							X			X	X
D			X																				X			
E																										

Statistics

1. Total responding -- 15 Illinois public junior colleges in comparison to 16 replying affirmatively in Table 38 (93.7 per cent).

2. Categories identified by the respondents:

A. five colleges -- 33.3 per cent.
B. none
C. eight colleges -- 53.3 per cent.
D. two colleges -- 13.4 per cent.
E. none

TABLE 40

Question 9: Does the Art faculty have total freedom in determining

A. employment of nude models?
B. what paintings, drawings, etc., will be hung for public exhibit?

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A	No	Y	Y	Y	Y		Y	No	No	Y		No	Y	No	No	No	Y	Y	No		No	Y	Y	No		No
B	Y	Y	Y	Y	Y		Y	Y	Y	Y		Y	No	Y	No	Y	Y	Y	Y		No	Y	Y	Y		Y

Statistics

1. Responding -- 22 Illinois public junior colleges (84.6 per cent).

2. Categories identified by respondents:

   A. Eleven colleges -- 50.0 per cent replied affirmatively. Eleven colleges -- 50.0 per cent replied YES.
   B. Nineteen colleges -- 86.4 per cent replied affirmatively. Three colleges -- 13.6 per cent replied NO.

TABLE 41

Question 10: Has the administration every expressed concern about the need to use nude models?

A. Yes
B. No

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A			X													X	X		X						X	X
B		X		X	X		X	X	X	X			X					X				X	X			

Statistics

1. Responding -- 17 Illinois public junior colleges (65.4 per cent).

2. Categories identified by respondents:

   A. six colleges -- 35.3 per cent -- YES.
   B. eleven colleges -- 64.7 per cent -- NO.

TABLE 42

Question 11: Has the administration ever expressed concern over what is hung for public exhibit?

A. Yes
B. No.

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A								X		X				X					X							X
B	X	X	X	X	X		X		X			X	X			X	X	X				X	X	X		

Statistics

1. Responding -- 20 Illinois public junior colleges (76.9 per cent).

2. Categories identified by the respondents:

   A. five colleges -- 25.0 per cent -- YES.
   B. fifteen colleges -- 75.0 per cent -- NO.

TABLE 43

Question 12: Does the theatre faculty have total freedom in determining what types of theatrical productions will be presented?

A. Yes
B. No

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A		X	X	X	X		X		X	X		X	X	X		X	X	X	X				X	X	X	
B																					X					X

Statistics

1. Responding -- 19 Illinois public junior colleges (73.1 per cent).

2. Categories identified by the respondents:

A. seventeen colleges -- 89.5 per cent -- YES.
B. two colleges -- 10.5 per cent -- NO.

TABLE 44

Question 13: Has the administration ever expressed concern over what is presented?

A. Yes
B. No

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A										X			X	X					X					X		
B		X	X	X	X		X		X			X				X	X	X					X		X	

Statistics

1. Responding -- 17 Illinois public junior colleges (65.4 per cent).

2. Categories identified by respondents:

A. five colleges -- 29.4 per cent -- YES.
B. twelve colleges -- 70.6 per cent -- NO.

TABLE 45

Question 14: Is the faculty involved in evaluation procedures?

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A	X	X		X	X		X	X		X		X	X	X	X	X	X	X	X	X	X	X		X	X	X
B			X						X														X			

Statistics

1. Responding -- 24 Illinois public junior colleges (92.3 per cent).

2. Categories identified by respondents:

   A. twenty-one colleges -- 87.5 per cent -- YES.
   B. three colleges -- 12.5 per cent -- NO.

TABLE 46

Question 15: Is the faculty involved in determining tenure status for eligible instructors?

A. Yes
B. No

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A	X	X		X	X	X				X		X	X	X		X		X	X							
B			X				X	X	X		X				X		X			X	X	X	X	X	X	X

Statistics

1. Responding -- 26 Illinois public junior colleges (100.0 per cent).

2. Categories identified by respondents:

   A. twelve colleges -- 46.2 per cent -- YES.
   B. fourteen colleges -- 53.8 per cent -- NO.

TABLE 47

Question 16: How long must an instructor be employed before he is eligible for the granting of tenure?

A. one year
B. two years
C. three years
D. four years
E. five years
F. other

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A																										
B									X					X			X						X			
C	X	X		X			X	X		X		X	X		X			X	X	X	X	X		X	X	X
D			X		X						X															
E																X										
F																										

Statistics

1. Responding -- 25 Illinois public junior colleges (96.2 per cent).

TABLE 47--Continued

2. Categories identified by respondents:

   A. none
   B. four colleges -- 16.0 per cent.
   C. seventeen colleges -- 68.0 per cent.
   D. three colleges -- 12.0 per cent.
   E. one college -- 4.0 per cent.
   F. none

TABLE 48

Question 17: In determining recommendations for faculty advancement and promotion, do you "weigh heavily" the instructor's written evaluation and any additional graduate work?

A. Yes
B. No

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A		X	X	X			X	X		X	X		X	X		X		X	X	X	X		X		X	X
B					X							X										X		X		

Statistics

1. Responding -- 21 Illinois public junior colleges (80.8 per cent).

2. Categories identified by respondents:

   A. seventeen colleges -- 81.0 per cent -- YES.
   B. four colleges -- 19.0 per cent -- NO.

PART FOUR OF THE SURVEY SUMMARY

(FINE ARTS BUDGET)

TABLE 49

Question 1: Does each department within the Fine Arts program prepare its own budgetary requests for the following year?

A. Yes
B. No

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A	X	X	X	X		X	X			X	X	X	X	X	X	X	X	X	X	X	X	X			X	X
B					X			X	X															X		

Statistics

1. Responding -- 25 Illinois public junior colleges (96.2 per cent).

2. Categories identified by respondents:

A. twenty-one colleges -- 84.0 per cent -- YES.
B. four colleges -- 16.0 per cent -- NO.

TABLE 50

Question 2: In preparing each year's budgetary requests, what procedure is followed? Starting with the numeral "1" please identify first who initiates each department's budgetary requests of the Fine Arts total budget requests; second, to whom does he submit these requests; third, fourth, etc.; eighth, who approves the final budget?

A. The Department Heads (lead instructors - coordinators) submit each year's budgetary requests to the Administrative supervisor of Fine Arts.

B. The Administrative supervisor of the total Fine Arts program (Division Chairman - Dean of Fine Arts) initiates budgetary requests.

C. A meeting of the Administrative supervisor of the Fine Arts program and each of the various department heads results in the initiation of each year's budgetary requests.

D. The Administrative supervisor submits the total budget to the Dean of Instruction for approval.

E. A meeting of the Dean of Instruction and the Administrative supervisor of Fine Arts determines what deletions and/or additions will be made.

F. The President of the college and the Dean of Instruction requests the Administrative supervisor of the Fine Arts program to meet with them in determining where further deletions and/or additions can be made in the Fine Arts budget.

G. The President of the college and the Dean of Instruction requests the Administrative supervisor of the Fine Arts program to meet with them in determining where further deletions and/or additions can be made in the Fine Arts budget.

H. The President of the college submits the total budget to the Board of Trustees for approval.

TABLE 50--Continued

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A	1	1	1			1	1			1		1		1	1	1	1	1	1	1		1		1	1	1
B	2		2		1			2	1	2	2			2	2	2			2			2			2	2
C		2	3					1		3	1			3	3	3		1	3							3
D	3	3	4				2	3	2	4	3			4	4	4	2	2	4			3		2	3	4
E	4		5				3	4		5	4	2		5	5	5	3	2	5	2		4		3	4	5
F	5		6		2		4	5	3	6	5			6	6	6		3	6	3		5		4	5	6
G			7		3		5		4	7	6	3		7	7				7	4		6		5		7
H	6	4	8		4	2	6	6	5	8	7	4		8	8	7	4	4	8	5		7	1	6	6	8

Statistics

1. Responding -- 23 Illinois public junior colleges (88.5 per cent).

TABLE 51

Question 3: What is your present year's approximated budget in each of the following areas?

A. Art
B. Graphic Arts (printing)
C. Graphic Design (commercial art)
D. Music
E. Speech
F. Theatre

Summary

	3	10	11	16	17	19	21	25	27	28	29	34	36	37	45
A	8400	2000	200	3000	8000	500	4000	500	1000	1600			1000	5000	3500
B					*42,000										
C					1500										
D	15,000	2000		4000	12,500	200	4000	2000	1500	5800	14,250		3000	5000	4000
E		2000		4000	4500		4000	150			700	6000	1000		2000
F		2000		2000	7000		8000	500		4800	7000				

Statistics

1. Responding -- 15 Illinois public junior colleges (57.7 per cent).

TABLE 51--Continued

2. Categories identified by respondents:

A. Art -- 13 replies.
  1) One college, or 7.7 per cent -- $200.00, 1971-1972 budget.
  2) Two colleges, or 15.3+ per cent -- $500.00, 1971-1972 budget.
  3) Two colleges, or 15.3+ per cent -- $1,000.00, 1971-1972 budget.
  4) One college, or 7.7 per cent -- $1,600.00, 1971-1972 budget.
  5) One college, or 7.7 per cent -- $2,000.00, 1971-1972 budget.
  6) One college, or 7.7 per cent -- $3,000.00, 1971-1972 budget.
  7) One college, or 7.7 per cent -- $3,500.00, 1971-1972 budget.
  8) One college, or 7.7 per cent -- $4,000.00, 1971-1972 budget.
  9) One college, or 7.7 per cent -- $5,000.00, 1971-1972 budget.
  10) One college, or 7.7 per cent -- $8,000.00, 1971-1972 budget.
  11) One college, or 7.7 per cent -- $8,400.00, 1971-1972 budget.

B. Graphic Arts -- 1 reply.
  *1) One college, $42,000.00 budget approved for first year program.

C. Graphic Design -- 1 reply.
  1) One college, $1,500.00, 1971-1972 budget.

D. Music -- 13 replies.
  1) One college, or 7.7 per cent -- $200.00, 1971-1972 budget.
  2) One college, or 7.7 per cent -- $1,500.00, 1971-1972 budget.
  3) Two colleges, or 15.3 per cent -- $2,000.00, 1971-1972 budget.
  4) One college, or 7.7 per cent -- $3,000.00, 1971-1972 budget.
  5) Three colleges, or 23.1 per cent -- $4,000.00, 1971-1972 budget.
  6) One college, or 7.7 per cent -- $5,000.00, 1971-1972 budget.
  7) One college, or 7.7 per cent -- $5,800.00, 1971-1972 budget.
  8) One college, or 7.7 per cent -- $12,500.00, 1971-1972 budget.
  9) One college, or 7.7 per cent -- $15,000.00, 1971-1972 budget.
  10) One college, or 7.7 per cent -- $19,250.00, 1971-1972 budget.

TABLE 51--Continued

E. Speech -- 9 replies.
  1) One college, or 11.1 per cent -- $150.00, 1971-1972 budget.
  2) One college, or 11.1 per cent -- $700.00, 1971-1972 budget.
  3) One college, or 11.1 per cent -- $1,000.00, 1971-1972 budget.
  4) Two colleges, or 22.2+ per cent -- $2,000.00, 1971-1972 budget.
  5) Two colleges, or 22.2+ per cent -- $4,000.00, 1971-1972 budget.
  6) One college, or 11.1 per cent -- $4,500.00, 1971-1972 budget.
  7) One college, or 11.1 per cent -- $6,000.00, 1971-1972 budget.

F. Theatre -- 7 replies.
  1) One college, or 14.3 per cent -- $500.00. 1971-1972 budget.
  2) Two colleges, or 28.5+ per cent -- $2,000.00, 1971-1972 budget.
  3) One college, or 14.3 per cent -- $4,800.00, 1971-1972 budget.
  4) Two colleges, or 28.5+ per cent -- $7,000.00, 1971-1972 budget.
  5) One college, or 14.3 per cent -- $8,000.00, 1971-1972 budget.

TABLE 52

Question 4: Your proposed 1972-1973 fiscal year's budgetary requests in each of the following areas will be more or less than the present year:

A. More - Less -- Art
B. More - Less -- Graphic Arts
C. More - Less -- Graphic Design
D. More - Less -- Music
E. More - Less -- Speech
F. More - Less -- Theatre

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A	M	M	M				M		M	L		L	L	M	L	M	L	M				L			M	L
B										L																
C			M							M																
D	M	M	M						M	L		L	L	M	L	M	L			L		L			M	M
E			M						M	M		L	L				L								M	
F		M	M						M	M		L	L			M	M								M	

Statistics

1. Responding -- 16 Illinois public junior colleges (61.5 per cent).

2. Categories identified by respondents:

   A. Art -- 16 replies.
      1) Nine colleges, or 56.2 per cent -- MORE.
      2) Seven colleges, or 43.8 per cent -- LESS.

TABLE 52--Continued

B. Graphic Arts -- 1 reply.
   1) One college -- LESS.

C. Graphic Design -- 2 replies.
   1) Two colleges -- MORE.

D. Music -- 15 replies.
   1) Eight colleges, or 53.3 per cent -- MORE.
   2) Seven colleges, or 46.7 per cent -- LESS.

E. Speech -- 7 replies.
   1) Four colleges, or 57.1 per cent -- MORE.
   2) Three colleges, or 42.9 per cent -- LESS.

F. Theatre -- 9 replies.
   1) Seven colleges, or 77.8 per cent -- MORE.
   2) Two colleges, or 22.2 per cent -- LESS.

TABLE 53

Question 5: To implement within your college the type of Fine Arts program you would like to see, do you consider your present (1971-1972) budget to be:

A. adequate
B. adequate, but with some reservation
C. inadequate
D. totally inadequate

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A																	X		X							
B					X			X	X	X		X	X	X	X								X		X	X
C		X	X	X		X										X		X		X	X	X		X		
D	X						X				X															

Statistics

1. Responding -- 26 Illinois public junior colleges (100.0 per cent).

2. Categories identified by respondents:

   A. two colleges -- 7.7 per cent.
   B. eleven colleges -- 42.3 per cent.
   C. ten colleges -- 38.5 per cent.
   D. three colleges -- 11.5 per cent.

PART FIVE OF THE SURVEY SUMMARY

(FINE ARTS UNIT COST STUDY)

TABLE 54

Question 1: Does the college's administration (President and Dean of Instruction) inform the administrative supervisor what the State's latest Unit Cost Study figure shows for your college's Fine Arts program?

A. Yes
B. No

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A									X	X			X	X			X				X		X	X		
B	X	X	X		X		X	X			X	X			X	X		X	X	X		X			X	X

Statistics

1. Responding -- 24 Illinois public junior colleges (92.3 per cent).

2. Categories identified by respondents:

   A. Eight colleges, or 33.3 per cent -- YES.
   B. Sixteen colleges, or 66.7 per cent -- NO.

TABLE 55

Question 2: If you are given the Unit Cost Study figure, do you, as the administrative supervisor, inform your faculty of the same?

A. Yes
B. No

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A									X	X				X			X				X			X		
B													X										X			

Statistics

1. Responding -- 8 Illinois public junior colleges in comparison to 8 replying affirmatively to Question 1, Table 54.

2. Categories identified by respondents:

A. Six colleges, or 75.0 per cent -- YES.
B. Two colleges, or 25.0 per cent -- NO.

TABLE 56

Question 3: In preparing each year's budget, do you consider the State's Unit Cost Study once you have received the Study from the administration?

A. Yes
B. No

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A									X	X				X							X					
B													X				X						X	X		

Statistics

1. Responding -- 8 Illinois public junior colleges in comparison to 8 replying affirmatively to Question 1, Table 54.

2. Categories identified by respondents:

   A. Four colleges, or 50.0 per cent -- YES.
   B. Four colleges, or 50.0 per cent -- NO.

TABLE 57

Question 4: If answer to Number 3 is "yes," do you consider the Unit Cost Study figure to be:

A. of extreme interest
B. of interest
C. of little interest
D. of no interest

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A														X												
B									X	X											X					
C																										
D																										

Statistics

1. Responding -- 4 Illinois public junior colleges in comparison to 4 replying affirmatively to Question 3, Table 56.

2. Categories identified by respondents:

   A. one college -- 25.0 per cent.
   B. three colleges -- 75.0 per cent.
   C. none
   D. none

PART SIX OF THE SURVEY SUMMARY

(SALARIES)

TABLE 58

Question 1: Which of the following types of salary schedules exist?

A. Lock Step (guaranteed advancement and promotion for satisfactory performance).

B. Range (no guarantee - instructor can be placed at any point starting with a minimum up to the maximum salary, with no provision for differentiation in salary for rank ranging from instructor through professor).

C. Modified Range (no guarantee - however, each rank has its minimum and maximum, wherein the instructor may be placed).

D. Merit (salary depends entirely on outstanding performance as determined by the administrative supervisor).

E. Combined Modified Range and Merit.

F. If another system is used in determining advancement and/or promotion, please EXPLAIN:

TABLE 58--Continued

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A	X			X		X		X	X			X		X	X		X	X		X	X	X		X	X	
B																			X							
C											X												X			
D																										
E							X			X						X										X
F																										

Statistics

1. Responding -- 22 Illinois public junior colleges (84.6 per cent).

2. Categories identified by respondents:

    A. fifteen colleges -- 68.2 per cent.
    B. one college -- 4.5 per cent.
    C. two colleges -- 9.1 per cent.
    D. none
    E. four colleges -- 18.2 per cent.
    F. none

PART SEVEN OF THE SURVEY SUMMARY

(FINE ARTS CURRICULA)

TABLE 59

Question 1: How many courses does the college offer in each of the following curricula?**

A. Art
B. Graphic Arts
C. Graphic Design
D. Music
E. Speech
F. Theatre

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A	7	28	28	28	28	28	24	11	10	18	10	17	14	9	10	18	16	17	18	29	4	14	14	25	12	21
B	0	0	0	0	0	0	10	0	0	11	0	0	0	0	0	0	0	0*	0	2	0	0	0	0*	0	0
C	0	13	13	13	13	13	0	0	0	8	0	0	0	0	0	0	0	0	0	6	0	0	0	2	0	0
D	21	55	55	55	55	55	18	23	21	67	20	5	40	25	15	30	25	14	13	59	42	21	28	75	18	63
E	4	16	16	16	16	16	5	6	6	8	7	3	4	4	3	5	6	5	5	4	2	6	4	6	6	4
F	0	4	4	4	4	4	7	4	3	8	0	3	1	0	0	10	3	4	0	8	1	4	4	4	2	2

TABLE 59--Continued

Statistics

* -- Graphic Arts program exist, but is not included in the Fine Arts curricula.

** -- For a complete list of courses offered by the forty-six Class I Illinois Public Junior Colleges, see Chapter Two.

TABLE 60

Question 2: Has the Fine Arts Division established the policy of proficiency exams in:

A. Art
B. Graphic Arts
C. Graphic Design
D. Music
E. Speech
F. Theatre

Summary

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
A ART																										
YES		X																								X
NO	X		X	X			X	X	X	X	X	X		X		X		X	X			X	X	X	X	
B GRAPHIC ARTS																										
YES																										
NO							X			X										X						
C GRAPHIC DESIGN																										
YES																										
NO			X	X				X		X		X		X					X					X		
D MUSIC																										
YES		X												X		X								X		X
NO	X		X	X			X	X	X	X	X	X						X	X		X				X	

TABLE 60--Continued

	3	4	5	6	8	10	11	12	16	17	19	21	23	25	27	28	29	32	34	35	36	37	38	42	44	45
E SPEECH																										
YES																							X			
NO	X		X	X			X	X	X	X	X	X		X				X	X					X	X	
F THEATRE																										
YES		X																								
NO			X	X			X	X	X	X		X		X		X		X	X					X	X	

Statistics

1. Responding -- 20 Illinois public junior colleges (76.9 per cent).

2. Categories identified by respondents:

   A. Art -- 19 replies in comparison to 26 replying affirmatively to Question 2, Table 19.
      1) Two colleges -- 10.5 per cent -- YES.
      2) Seventeen colleges -- 89.5 per cent -- NO.

   B. Graphic Arts -- 3 replies in comparison to 3 replying affirmatively to Question 2, Table 19.
      1) None -- YES.
      2) Three colleges -- 100 per cent -- NO.

   C. Graphic Design -- 8 replies in comparison to 11 replying affirmatively to Question 2, Table 19.
      1) None -- YES.
      2) Eight colleges -- 100 per cent -- NO.

TABLE 60--Continued

D. Music -- 18 replies in comparison to 26 replying affirmatively to Question 2, Table 19.
    1) Five colleges -- 27.7 per cent -- YES.
    2) Thirteen colleges -- 72.3 per cent -- NO.

E. Speech -- 15 replies in comparison to 19 replying affirmatively to Question 2, Table 19.
    1) One college -- 6.6 per cent -- YES.
    2) Fourteen colleges -- 93.4 per cent -- NO.

F. Theatre -- 14 replies in comparison to 18 replying affirmatively to Question 2, Table 19.
    1) One college -- 7.1 per cent -- YES.
    2) Thirteen colleges -- 92.9 per cent -- NO.

CHAPTER FOUR

IMPLICATIONS DRAWN OF THE SURVEY

The results of the survey indicate that there are trends and patterns which lead to implications regarding Illinois public junior college Fine Arts programs.

Part One (Structure)

Identification

There appears to be a variety of methods used to identify the Fine Arts programs at the surveyed junior colleges. Exactly 50 per cent of the colleges identify the organizational structure as the Division of Humanities, while 23.1 per cent of the colleges indicate that none of the areas as devised by the writer applies to their particular organizational structure.

Some of the returned questionnaires contained such comments as:

> "Would recommend here some sort of Fine Arts coordination. At present, very uncoordinated."
>
> "We are very much against divisional organization in this department."
>
> "We are strictly departmental--responsible in toto to the Dean of Instruction."
>
> "We have some courses in each area of the Fine Arts but no department. They are administered by the Dean of the baccalaureate-oriented curricula."

Only two colleges, or 7.6 per cent of those surveyed, indicate that the Fine Arts program is identified as "Fine Art" or "Creative Art."

Curricula

All twenty-six colleges, or 100 per cent of those surveyed, include art within the Fine Arts program. Only one other curriculum, music, received a similar 100 per cent response. The speech curriculum percentage, 73.1 per cent, was somewhat of a surprise, in so much as the writer had previously held the opinion that the speech curriculum would, in the majority of the junior colleges, be located within the communications (English) division. Only 27 per cent of the colleges include a theatre department within the total division. In almost all other instances, the theatre curriculum if offered, is located within an autonomous department. In general, the number of courses offered within each of the six curriculums parallels the size of the institution.

Part Two (Administrative Supervisor)

Identification

38.5 per cent of the replies, indicate that more institutions identify the administrative supervisor as the Chairman of Humanities. Three institutions, 11.5 per cent, use the title, Chairman of Fine Arts. Once again, it appears as if there is little identification consistency in the surveyed junior colleges. In general, the use of a positive and formal identification parallels the size of the institution. The smaller the institution, the less chance an individual has been specifically identified as the administrative supervisor. This is true although the administration may have assigned certain administrative responsibilities to a specific instructor.

Responsibilities

Twenty-four, or 92.3 per cent, of the Fine Arts administrative supervisors have some responsibilities relating to new personnel, with twenty-one of the twenty-four totally involved in: screening applications; formulating recommendations; conducting interviews; jointly determining recommendations of appointment; orientation of new personnel.

Twenty-four, or 92.3 per cent, of the Fine Arts administrative supervisors indicate responsibilities in supervision of personnel, with twenty-two of the twenty-four, or 91.7 per cent totally involved in: designating working assignments; coordinating activities; making formal evaluations.

Twenty-four, or 92.3 per cent, of the Fine Arts administrative supervisors have some responsibilities relating to the coordination of the division, with seventeen of the twenty-four, or 70.8 per cent totally involved in: approving personnel requests for purchases and travel; coordinating requests for other services; evaluating effectiveness of courses and programs; holding regular division meetings; attending division's departmental meetings.

Twenty-two, or 84.6 per cent, of the Fine Arts administrative supervisors are involved in responsibilities relating to the coordination of planning effort, with thirteen of the twenty-two, or 59.0 per cent, totally involved in: instructional development; planning budgets; planning facilities; planning materials and supplies; planning future personnel.

There is little agreement among the administrative supervisors as to whether a specific responsibility is rewarding, time-consuming, or difficult. If the reader re-examines Table 22, some rather interesting implications may be drawn; for example, it becomes evident that some administrative supervisors consider almost every responsibility rewarding, while others consider all responsibilities to be time-consuming and/or difficult; the administrative supervisor identified by college-code-number-38 considers every responsibility to be nothing more than "routine"; the administrative supervisor identified by college-code-number-28 considers every responsibility to be both "time-consuming" and "difficult."

Contracts, Assignments, and Salary Adjustments

Of a 100 per cent response, twelve, or 46.2 per cent, of the administrative supervisors hold a nine-month contract; two hold an eleven-month contract; six hold a twelve-month contract; and six hold a contract other than those identified.

Twenty-four, or 92.3 per cent, of the administrative supervisors indicate that they are assigned some classroom teaching duties, with over 50 per cent of the twenty-four being assigned three or more classes.

Approximately 50 per cent of the administrative supervisors experience salary adjustments either through released time or the use of a multiplier.

In general, for his responsibilities, some form of a salary adjustment is provided.

Tenure

Of the twenty colleges responding, 65 per cent of the administrative supervisors have served in the role for three or less years.

Tenure, granted on the same basis as that for the faculty, is awarded to 90.5 per cent of the administrative supervisors. Tenure has been granted to approximately 85 per cent of the administrative supervisors.

Assistant Supervisors

In general, the size of the institution parallels both the existence and type of assistant administrative supervisor. No form of administrative assistance exists in 50 per cent of the surveyed colleges.

Part Three (Faculty)

In general, the size of the institution parallels the size of teaching staffs, with the larger schools using a greater number of both full-time and part-time faculty. A considerable number of critical comments were received on this portion of the questionnaire. Several of the comments indicate a real concern for the proportionately large number of part-time faculty teaching credit courses. Although recognizing the importance of budget monies, these administrative supervisors felt that instruction was adversely affected.

Faculty Degree and Rank

Seventeen colleges, or 65.3 per cent, responded to the writer's request for degree and rank statistics. One hundred forty-four (144) instructors are identified. Approximately 44 per cent of this total hold a M.A. Degree, while another 20 per cent hold a M.F.A. Degree. Only three instructors, or 2.1 per cent, are identified as holding either the B.A. or the B.F.A. Degrees.

Of the total 144 instructors identified, 41 are art instructors. Approximately 41.5 per cent of these are ranked as instructors, while 4.9 per cent of the art instructors are ranked as full professors.

Of the total 144 instructors identified, one is a graphic arts instructor, ranked as an instructor.

Of the 144 instructors identified, one is a graphic design instructor, ranked as an instructor.

Of the 144 instructors identified, 30 are music instructors. Approximately 56 per cent of these are ranked as instructors while only two, or 6.7 per cent, are ranked as full professors.

Of the 144 instructors identified, 15 are speech instructors. Approximately 67 per cent of these are ranked as instructors. There are no full professors identified as such.

Of the 144 instructors identified, 6 are theatre instructors. Approximately 67 per cent of these are ranked as instructors, while 33 per cent of the theatre instructors are ranked as full professors.

Five colleges identified by college-code-numbers-11, 16, 21, 32, and 42 state that they do not use professional ranks.

Faculty Teaching Load

A considerable majority of the colleges consider the 15 semester hours a full teaching load. Furthermore, anything over this is considered an overload. One college, code-number-3, indicates that the music teaching load consists of 26 semester hours. This, however, may actually be based on contact hours, rather than semester hours. Several colleges consider a full teaching load to be 14-16 semester hours, or 18-22 contact hours. It is rather difficult to imagine a speech teaching load of 28 semester hours, as identified by college-code-number-19.

Student Advisement

While 80 per cent of the twenty-five colleges replying state that faculty is involved in student advisement, a great variance in the number of assigned student advisees exists. In general, the larger the institution the greater the number of student advisees is assigned to each faculty member.

Departmental Meeting

Over 50 per cent of the administrative supervisors have established departmental meetings, with several of the six departments being particularly concerned with regularly established departmental meetings. The majority of the departmental meetings are held once every four weeks.

Administrative Concern

Eleven colleges, or 50 per cent of those replying, indicate that the art faculty has total freedom in determining employment of nude models. Eleven colleges, or 50 per cent of the colleges replying, indicate that the faculty did not have such freedom.

Three colleges, or 13.6 per cent of those replying, state that the art faculty does not have total freedom in determing what paintings will be hung in exhibit.

However, it should be noted that six colleges, or 35.3 per cent of those replying, indicate that the administration has expressed concern over the need to use nude models.

Approximately 25 per cent of those replying, state that the administration has expressed concern over what is hung in exhibit, while 10.5 per cent indicate that the theatre faculty does not have total freedom in determining what types of theatrical productions will be presented. However, it should be noted that of the remaining 89.5 per cent, approximately 30 per cent indicate that the administration has expressed a concern over what is presented.

Faculty Evaluation

Approximately 88 per cent of the colleges replying involve the faculty in faculty-evaluation. Only one college, code-number-5, replied that tenure is automatically granted after four years, while 68 per cent of the 25 colleges replying indicate that tenure may be granted after three years.

Part Four (Budget)

Budget Preparation

Of the twenty-five colleges replying, 84 per cent of the colleges require each department to prepare its particular budgetary requests.

There appears to be a considerable variance in the specific approach to preparing the budget. In general, however, there is a very strong relationship between the size of the institution and the number of steps involved in preparing the budget. In examining Table 50, it will be noted that the larger the institution (see Chapter 1, Table 3) the more steps are required.

Approximated 1971-1972 budgets in Table 51 indicate once more the relationship between the size of the institution and monies involved. One college, code-number-19, indicates an extremely low budget of $700.00 for the total Fine Arts program.

Slightly more than 50 per cent of the administrative supervisors indicate that their budget requests will be more in 1972-1973 for each of the six curriculums.

Only two colleges out of 26 replying, or 7.7 per cent, indicate that their 1971-1972 budgets are adequate. Approximately 42 per cent of the administrative supervisors consider the 1971-1972 budget to be adequate but with reservations. Ten colleges, or 38.5 per cent, consider their 1971-1972 budget to be inadequate, while 11.5 per cent of those replying consider it to be totally inadequate.

Some returned questionnaires contained additional comments, such as:

> "We should be allowed something in the Fine Arts in two years. The name of the game is money--most of which supports vocational educational programs."
>
> "Budget is principally faculty salaries. There is very little for anything else."

> "We always ask more and receive less. We are the lowest priority--even North Central objects."

> "Budget-wise, to implement the type of Fine Arts program we would like to see, there is a need for two divisions in humanities. One should be in Communications, and one should be in Fine Arts."

Part Five (Unit Cost Study)

Of the twenty-four colleges replying, approximately 67 per cent state that the upper-echelon administration does not inform the administrative supervisor of the unit cost study. Of the 33 per cent who are notified, 75 per cent of the administrative supervisors in turn inform the Fine Arts faculty. Only 50 per cent of the administrative supervisors consider the unit cost study in preparing the next year's budget.

Part Six (Salaries)

Of the twenty-two colleges replying, approximately 68 per cent use the guaranteed advancement and promotion (Lock Step) salary system, while four colleges, or 18.2 per cent, use a combined modified range and merit system. None of the twenty-two uses a pure merit salary system.

Part Seven (Curricula)

In general, the number of courses offered in each of the six curriculums closely parallels the size of the institutions, with schools of 500-999 offering a very limited number of courses in each.

The music curriculum offers the greatest number of courses. This appears to be due to the system used for numbering applied music courses.

In general, there is a narrow range of speech course offerings. Theatre courses are extremely limited both in number and scope.

While most of the colleges include some type of graphic design course or courses in the art curriculum, only three colleges offer graphic arts courses.

Proficiency exams such as CLEP or divisionally-developed exams practically do not exist. College code-number-4 offers a proficiency in art and theatre; college code-number-45 offers a proficiency exam in art and theatre; and college code-numbers-25, 28, 35, and 42 offer a proficiency in music. Some of the returned questionnaires contained such comments as:

> "There is a proficiency exam in humanities; however, it was established against the unanimous concern of the departments."

> "The proficiency test in music is essentially (1) theory: terms, rhythm and meter, major and minor scales and key signatures, intervals, and recognition (written) of five very familiar melodies. A very brief "true-false" section asks some questions in the area of music appreciation, and a third section devoted to questions on the student's past musical experience and study."

> "We have a proficiency in speech wherein the student presents speeches to the faculty and take listening tests."

> "We have a proficiency in art which is a review of the student portfolio, and we use standard tests and auditions for proficiency in music."

CHAPTER 5

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the writer's findings, conclusions and recommendations concerning the role of the administrative supervisor of the Fine Arts program in Illinois public junior colleges. Recommendations are based on the findings of this study described in Chapters 2, 3, and 4 and on the writer's observations and experiences as an administrative supervisor of the Fine Arts program at Illinois Central College, one of the larger Illinois public junior colleges.

The findings of this study, as ascertained in the review of responses evidenced in the returned questionnaires, strongly suggest that five of the seven major areas of the questionnaire be examined: a) the structure of the Fine Arts program; b) the role of the Fine Arts administrative supervisor; c) the Fine Arts faculty; d) the Fine Arts budget; and e) the Fine Arts curricula.

Organizational Structure of the Fine Arts Program

Approximately 25 per cent of the institutions included in this study indicated that the Fine Arts curricula were not terminologically identified as such. If Fine Arts are to become meaningful experiences for those students enrolled in the Fine Arts curricula, and if these experiences are to enrich students' future lives, it appears necessary to understand just what the term "Fine Arts" implies and includes.

Recommendation One

All of the Illinois public junior colleges contained in this study specifically structure the total Fine Arts program (curricular and extra-curricular) as the Division/Department of Fine Arts; or as the Division/Department of Creative Arts; or as the Division/Department of Humanities. Structuring the Fine Arts program into departments, such as art departments, music departments, theatre departments should be discouraged. Departmentalization defeats the very concept that if the Fine Arts program is to survive, there must be respect for and mutual support of the total program. Otherwise, all too frequently, there exists a counterproductive situation wherein one Fine Arts department, in order to secure the necessary budget, is tempted to "undercut" some other Fine Arts department. When, and if this does happen, the student loses the most. This must not occur inasmuch as the student is the most important participant in the educational enterprise.

Recommendation Two

Fine Arts courses now being taught show little deviation from the traditional mold. It is recommended that Fine Arts supervisors make exceptional effort to examine their present programs in order to determine if the courses now being taught meet the needs of their students tomorrow. Will the courses now taught elicit a lasting appreciation of the "beautiful?" And finally, will the courses now taught result in the graduate of today going forth tomorrow with a desire to expand his knowledge and appreciation of the Fine Arts?

Recommendation Three

The majority of Illinois public junior colleges include art, music, speech, and theatre within the Fine Arts program. Speech, behaviorally-oriented, should not be located within the English organizational structure; rather, it should be included within the Fine Arts curricula.

Recommendation Four

The graphic design curriculum and the graphic arts curriculum are reasonable extensions of the Fine Arts program. Dr. Andreas Paloumpis, Dean of Illinois Central College, in response to an inquiry as to the value of occupationally-oriented program within the Fine Arts curriculum said, "I personally feel that each of the college's eight major divisions should have some type of related occupationally-oriented program. The Fine Arts, in addition to teaching the aesthetics, must also consider the occupational goals of the students."[1]

Identification and Responsibilities of the Administrative Supervisor

As indicated in Chapter 4, several of the individuals responding to the survey questionnaire stated that in their opinion, there was a definite lack of coordination of the Fine Arts program. In the majority of such instances, there was a further written comment that, in their opinion, this was due to the upper-echelon administration's failure to identify an administrative supervisor. The writer agrees that an administrative supervisor of the Fine Arts program should be identified as such. Whether the title is Director or Chairman is, in itself, of minimal consequence. This duly-appointed individual should be responsible for the development of the total Fine Arts program.

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[1] Interview with Dr. Andreas Paloumpis, Dean of Illinois Central College, Jan. 10, 1973.

Recommendation One

The administrative supervisor of the Fine Arts program should fulfill the following responsibilities:

1) relating to new personnel, he should
    a) screen applications for new positions.
    b) formulate recommendations concerning individuals being considered for new positions.
    c) conduct the initial interview with the applicant.
    d) jointly determine with the Dean of Instruction appointments to the staff.
    e) direct orientation activities of newly-employed personnel.
2) relating to supervision of personnel, he should
    a) designate work assignments and schedules of personnel.
    b) coordinate the activities of division personnel.
    c) make a formal evaluation of the services of personnel.

3) relating to coordination of the activities, he should

   a) coordinate and approve personnel requests for purchase and travel.

   b) evaluate the effectiveness of courses in programs of the division.

   c) hold regular meetings.

   d) attend the division's curriculum meetings.

4) relating to coordination of planning efforts, he should

   a) assume leadership responsibility for instructional development of the areas which he serves.

   b) plan for future budgets.

   c) plan for future enrollments.

   d) plan for future facilities.

   e) plan for future materials and supplies.

   f) plan for future personnel.[2]

Recommendation Two

The administrative supervisor should, if possible, teach a course. However, it is the writer's opinion, that once an institution's enrollment reaches approximately 5,000 students, this may not be possible nor feasible. The administrative supervisor's major responsibility is to the total Fine Arts program, rather than to his curricular field of expertise within the Fine Arts.

In instances wherein a junior college's enrollment surpasses 5,000 students, the concept of compensatory released time should be discouraged. An eleven month contract (or a twelve month contract providing a specific number of vacation days), and based on an equitable compensatory administrative range should be awarded the administrative supervisor. He should not be forced by the upper-echelon administration and the Fine Arts faculty to be neither "fish nor fowl." Professor Albert B. Smith's article, "Department Chairman: Neither Fish nor Fowl," is not only a delightful article, but also illustrates brilliantly how the Chairman views his responsibilities versus the faculty's view of his responsibilities, versus the upper-echelon administration's view of the chairman's responsibilities.[3]

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[2] "Division Chairman: Responsibilities," Illinois Central College Faculty Handbook - 1972-1973, 1972, pp. 29-30.

Fine Arts Faculty

In general, the greatest variance noted in this study falls within the category of the Fine Arts faculty. Such questions as part-time staff versus full-time staff, professional rank, faculty teaching load, faculty's concept of "academic freedom" versus "administrative concern," and faculty evaluation received a more extensive and variety of responses than any other section of the survey.

Recommendation One

When it becomes evident that the next year's budget cannot meet the instructional needs of an institution, part-time instructors must be employed. The administrative supervisor, however, must assume the full responsibility for seeing that all instructors employed on a part-time basis are of superior ability, and that they possess the necessary requisites for teaching on the junior college level. When it becomes evident that a community's supply of such Fine Arts part-time instructors has been depleted, when enrollment within a specific curriculum of the Fine Arts continues to increase, and when the administrative supervisor can, with rationale project the continuation of such an enrollment increase, he has the responsibility to persuade the upper-echelon administration that the Fine Arts program will suffer if he is forced to employ inadequate instructors on a part-time basis.

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[3] Albert B. Smith, "Department Chairman: Neither Fish nor Fowl," Junior College Journal, March, 1972, pp. 40-43.

At the same time, the administrative supervisor should note that with all of the current literature reflecting documented examples of dropping college enrollments, he has a compelling obligation to his present full-time staff. In the writer's opinion, if there exists a reservoir of adequately prepared part-time instructors, he should use them. It is a traumatic experience for all concerned when it becomes evident that due to a sharp decrease in a specific curriculum's enrollment, a full-time instructor, who has in many instances "burned all bridges behind him," has to be released.

Recommendation Two

Instructors should be granted tenure at the end of their third year of teaching, or if the administrative supervisor doubts the advisability of making such a recommendation, the instructor should be given a maximum of one additional year to solve any problem. At the end of the fourth year, tenure should be granted or the instructor should be released.

The writer was somewhat amazed to learn that in at least one of the junior colleges, tenure is granted automatically at the end of the third year. This procedure might be questioned, but the writer having served in frustration on a tenure policy committee consisting of representatives from both the faculty and division chairmen, might be tempted to say facetiously: "Why not?"

Recommendation Three

Of the total of five junior colleges which replied that professional ranks did not exist on their campus, three may be identified as having small enrollments: one had a student enrollment between 1,000 - 1,499; one had a student enrollment between 1,500 - 2,000; and one had a student enrollment between 2,000 - 2,500.

Although the writer disagrees with the idea that there is no place for professional rank, it is far more comprehensible in these three instances than in the other two. One of the remaining two colleges has a student enrollment between 6,000 - 6,999, while the fifth college has a student enrollment between 8,000 and 8,999.

Professional rank, consisting of technical instructor, instructor, assistant professor, associate professor, and full professor should hold as important a position within the junior college academic community as it does within the community of senior institutions. It is time for all concerned to recognize a factor mentioned earlier. No longer is the junior college the step-child of the senior institution. It is an accredited institution entitled to the respect of all, particularly those who serve it!

Recommendation Four

Instructors' teaching loads should be equalized. There can be no justification as to why on some junior college campuses, instructors are assigned between 20 and 28 semester hours of teaching load per week. A far more realistic teaching load would be that the faculty be expected to teach courses carrying from 14 to 16 semester hours of credit, or requiring 18 to 22 contact hours.[4]

The writer agrees with Roy Berko when he states, "Whenever possible an instructor's load ought to be so balanced that during those academic sectors (quarter, semester, term) when an instructor is responsible for directing plays, or is busiest with forensics-debate, he is given a lighter classroom load. . . . In this way, both the curricular and extracurricular programs could be more equitably and probably more professionally served."[5]

Recommendation Five

The administrative supervisor of the Fine Arts program should involve all of the full-time staff in student advisement procedures.

Each student within a Fine Arts curriculum should be assigned to a particular division faculty member who is competent in the student's area of study to assist in course selection and in evaluation of the student's progress toward his occupational goal.

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[4] Illinois Central College Faculty Handbook - 1972-1973, op. cit., p. 25.

[5] Roy Merle Berko, "Speech Programs at Coeducational Community-Junior Colleges" (Unpublished Ed.D. dissertation, Pennsylvania State University, 1971), p. 153.

Recommendation Six

Since the constituent high schools of all Illinois public junior college districts comprise the major portion of a junior college's total enrollment, it is important that the college in general, and the division in particular, make every effort to determine the occupational interests of this population. (See samples of departmentally-developed "follow-up" letters in Appendix D.)

It is imperative that the full-time faculty is involved in secondary school articulation. One method the writer suggests is to get the various Fine Arts curricula full-time staff to visit both the high school instructor and the high school students enrolled in a specific Fine Arts curriculum. In addition to having full-time Fine Arts faculty involved in high school articulation, the college is actually involved in the college's total recruitment procedure. The time has come for all to recognize that recruitment is an educational essential. Unless faculty members become involved and cease insisting that their involvement in the college's recruitment procedure is unprofessional, a very rude awakening awaits all!

Recommendation Seven

Few colleges indicated that they had undertaken any study to determine how best to provide special programs such as those designed for the student with low ability, or those who are culturally or educationally disadvantaged. Such studies should be implemented as soon as possible.

In addition to the above suggestion, the writer recommends that junior college Fine Arts administrative supervisors undertake studies directed toward discovering possible jointly-sponsored junior college-community projects of merit. One which has proved to be most successful at Illinois Central College is the Peoria Child and Family Services-Illinois Central College's Readers Theatre-in-Residence. This particular project involves the college's Readers Theatre which prepares three to four of the "Plays for Living." Child and Family Services handle all bookings. Illinois Central College provides the cast and the director. In three years' time, this particular readers theatre group has presented various socio-dramas to audiences totaling more than 15,000 people.

All such projects, "will allow the application of the college's resources to locally identified community problems and will provide for cooperation between community colleges and other agencies at the local level."[6]

Recommendation Eight

The administrative supervisor of the Fine Arts program should make sure that his teaching faculty has sufficient incentive to undertake innovative development in designing and implementing learning systems. Changes in institutional strategies can best take place at the instructor level. Richard W. Brightman states, "An instructional method twice as expensive is well-justified if it is five times as effective, given, of course, that it is teaching skills that are valuable to learn to begin with."[7]

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[6] Illinois Junior College Board, Guidelines on the Junior College Public Service Grant Program, Appendix D. (Springfield: Illinois Junior College Board, May 12, 1972), p. 1.

President Burton C. Hallowell, of Tufts University, states that we must try a variety of things--some will work--some will not. "We must have the commitment to experiment, the courage to discard, and the perseverance to try again."[8]

Recommendation Nine

Regularly scheduled division meetings should be held a minimum of twice a semester, and curriculum area (art, music, speech, theatre, etc.) meetings should be held no less than every four weeks.

Recommendation Ten

Fine Arts faculty involved in supervising the extracurricular events of the division should be directed to use only those persons actually enrolled as a full-time or a part-time student at the college.

Fine Arts Budget

Recommendation One

The upper-echelon administration should notify the Fine Arts administrative supervisor of the state's unit cost study.

The administrative supervisor should also notify his faculty of the results of this study.

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[7] Richard W. Brightman, Strategies for Change: A Case Study of Innovative Practices at the Coast Community College District (Washington: Educational Resource Information Center, May, 1971), p. 116.

[8] Intercollegiate Press Bulletin, Feb. 26, 1973, p. 153.

Recommendation Two

The writer suggests that the procedure for preparing the budget as outlined in Chapter 3, Table 50, is a workable and reasonable sequence of events. It offers limitless opportunities for every faculty member of the division to have some input. The writer fully endorses the total concept.

Recommendation Three

A surprising number of administrative supervisors indicated in their questionnaire budget responses that the upper-echelon administration failed to appreciate the Fine Arts, and therefore, failed to financially support adequately the college's Fine Arts program. There was in the writer's earlier opinion, some question as to whether such a criticism could be justified. However, after examining the fifteen colleges which quoted the 1971-1972 budget for each of the division's departments, it became evident that a few of the colleges have a Fine Arts program in name only. For example, "impoverished" is probably the only term that can be used to describe the budget for college-code-number-19, a college with an enrollment between 2,000 - 2,499 students.

The administrative supervisor must continue "to do battle," if he is to establish a viable Fine Arts program.

Fine Arts Curricula

The writer recommends that all administrative supervisors examine with care Chapter 2, Tables 10, 11, 12, 13, 14, and 15. It is here that every course offered during the 1971-1972 academic year in art, graphic arts, graphic design, music, speech, and theatre is presented for each of the forty-four public junior colleges.

Recommendation One

It appears as if both the speech and the theatre course offerings need to be examined with care. The writer is of the opinion that while some courses are dated, a definite need for additional and more relevant courses exists. This is not to suggest that administrative supervisors proliferate courses.

In all instances wherein new courses are developed and offered, it is essential that the problem of junior college-senior institution articulation be solved beforehand.

Recommendation Two

While there is little opportunity offered within the present CLEP subject exams, two curricular areas within the Fine Arts program should seek to divisionally develop proficiency exams. These two areas are art and music. The divisional proficiency proposal should be made to the Dean of Instruction, and if approved, should be implemented immediately.

General Reactions to the Study

In general, the trends which seem to emerge are representative of the present status of Fine Arts programs in Illinois public junior colleges.

There is, in the writer's opinion, a real labor of dedication, when it is considered how long it took each of the respondents to complete the questionnaire. Many of the returned questionnaires contained additional detailed comments which the writer thoroughly enjoyed and appreciated. Copies of Chapter 3, 4, and 5 of this dissertation are being forwarded to the participating schools in order to allow those junior colleges to share the information.

The newly-emerging public junior college may be able to use this study as a guide for development of a Fine Arts program equal, if not superior, to the best of those now existing. In addition, some of the information included herein may very well assist the new administrative supervisor to avoid some of the mistakes experienced by other administrative supervisors.

Based on the problems examined, and the recommendations made, ample opportunities exist for follow-up studies.

Conclusion

Clark Kerr, Chairman of the Carnegie Commission on Higher Education, in a David D. Henry Lecture at the University of Illinois on "The Administration of Higher Education in an Era of Change and Conflict," added this observation:

> "The role of the administrator today is different. The role is now more that of a political leader working with others to move in progressive ways, working with others to keep conflict within reasonable bounds, working with persuasion, working with the media, working with coalitions, working

> more publicly with bigger constituencies than the small establishment committees of the past. Change will come. It is better, but not necessarily easier, that it be brought about by internal leadership than by external directive."[9]

Let all administrators, faculty, students, board of trustees, parents, and the entire college community remember:

> Beethoven's music teacher once said of him, "As a composer, he is hopeless!"
>
> Caruso's music teacher told him, "You can't sing. You have no voice at all!"
>
> The director of the Imperial Opera in Vienna told Madam Schumann-Heink that she would never be a singer and advised her to buy a sewing machine.
>
> Louisa May Alcott was told by an editor that she could never write anything that had popular appeal.
>
> Fred Waring was once rejected for high school chorus.

Milton E. Larson states, "Probably these were identified as low achievers in school or as misfits on their job because of problems of revelance."[10]

Pray God that this mistake, we, the lovers of the Fine Arts, do not make.

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[9] Intercollegiate Press Bulletin, Feb. 12, 1973, p. 142.

[10] Milton E. Larson, "Humbling Cases for Career Counselors," Phi Delta Kappan, Feb. 1973, p. 374.

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APPENDIX A

QUESTIONNAIRE

QUESTIONNAIRE ON THE ROLE OF THE ADMINISTRATIVE SUPERVISOR OF THE FINE ARTS PROGRAM IN THE ILLINOIS PUBLIC JUNIOR COLLEGE

PART ONE

Request for Information Relating Specifically to the Structure of the Fine Arts Program

1. The Fine Arts program is identified in the college's organizational structure as:

A. _____ The Division of Fine Arts
B. _____ The Division of Creative Arts
C. _____ The Division of Humanities
D. _____ The Departments of Art, Graphic Arts, Graphic Design, Music, Speech, and/or Theatre
E. _____ Other

If the Fine Arts are not identified as such (Number 1 A, B, C, D), please indicate in which organization, division, department, or college each of the following is located:

A. ______________________________ Art
B. ______________________________ Graphic Arts (printing)
C. ______________________________ Graphic Design
D. ______________________________ Music
E. ______________________________ Speech
F. ______________________________ Theatre

2. Which of the following curricula does the college include in the Fine Arts program?

A. _____ Art
B. _____ Graphic Arts (printing)
C. _____ Graphic Design (commercial art)
D. _____ Music
E. _____ Speech
F. _____ Theatre
G. _____ Other

If possible, please indicate on the following diagram, your college's Fine Arts organizational structure:

PART TWO

Request for Information Relating Specifically to the Role of the Administrative Supervisor of the Fine Arts Program

1. The administrative supervisor of the Fine Arts program is identified as:

   A. _____ Chairman of Fine Arts
   B. _____ Chairman of Creative Arts
   C. _____ Chairman of Humanities
   D. _____ Dean of Fine Arts
   E. _____ Dean of Creative Arts
   F. _____ Dean of Humanities
   G. _____ Chairman of the various departments
   H. _____ Other (please identify) ______________________________
   ____

2. The administrative supervisor of the Fine Arts program has responsibilities relating to:

   A. New Personnel
      1) _____ Screens applications of persons under consideration for openings within the division.
      2) _____ Formulates recommendations concerning individuals being considered for new positions.
      3) _____ Conducts activities relating to the interview of prospective professional employees.
      4) _____ Joint determination with the Dean of Instruction of the recommendations of appointment to the division staff.
      5) _____ Orientation of newly-employed personnel to the activities of the division.

   B. Supervision of Personnel
      1) _____ Designates working assignment and schedules of personnel.
      2) _____ Coordinates the activities of division personnel.
      3) _____ Makes a formal evaluation of the services of personnel.

   C. Coordination of the Division
      1) _____ Coordinates and approves personnel requests for purchases and travel.
      2) _____ Coordinates requests for other services relating to the operation of the division.
      3) _____ Evaluates the effectiveness of courses or programs of the division.
      4) _____ Holds regular division meetings.
      5) _____ Attends the division's departmental meetings.

D. Coordination of planning efforts
  1) _____ Assumes the leadership responsibility for instructional development of the areas which he serves.
  2) _____ Plans for future budgets.
  3) _____ Plans for future enrollments.
  4) _____ Plans for future facilities.
  5) _____ Plans for future material and supplies.
  6) _____ Plans for future personnel.

3. Beside each of the following responsibilities of the administrative supervisor of the Fine Arts program indicate with the following symbols your opinion as to:

R = one of the most rewarding
T = one of the most time consuming
D = one of the most difficult
Z = one that does not apply to our Fine Arts organizational structure

The administrative supervisor of the Fine Arts program has responsibilities relating to:

A. New Personnel
  1) _____ Screens applications of persons under consideration for openings within the division.
  2) _____ Formulates recommendations concerning individuals being considered for new positions.
  3) _____ Conducts activities relating to the interview of prospective professional employees.
  4) _____ Joint determination with the Dean of Instruction of the recommendations of appointment to the division staff.
  5) _____ Orientation of newly-employed personnel to the activities of the division.

B. Supervision of Personnel
  1) _____ Designates working assignment and schedules of personnel.
  2) _____ Coordinates the activities of division personnel.
  3) _____ Makes a formal evaluation of the services of personnel.

C. Coordination of the Division
  1) _____ Coordinates and approves personnel requests for purchases and travel.
  2) _____ Coordinates requests for other services relating to the operation of the division.
  3) _____ Evaluates the effectiveness of courses or programs of the division.
  4) _____ Holds regular division meetings.
  5) _____ Attends the division's departmental meetings.

D. Coordination of planning efforts
    1) _____ Assumes the leadership responsibility for instructional development of the areas which he serves.
    2) _____ Plans for future budgets.
    3) _____ Plans for future enrollments.
    4) _____ Plans for future facilities.
    5) _____ Plans for future material and supplies.
    6) _____ Plans for future personnel.

4. The administrative supervisor of the Fine Arts program holds:

A. _____ a 9-month contract
B. _____ an 11-month contract
C. _____ a 12-month contract
D. _____ Other

5. Is the administrative supervisor of the Fine Arts program assigned classroom teaching duties?

A. _____ Yes
B. _____ No

6. If the answer to Number 5 (above) is "Yes," the administrative supervisor is assigned:

A. _____ One class
B. _____ Two classes
C. _____ Three or more classes

7. Salary adjustments for the administrative supervisor of the Fine Arts program is provided through:

A. _____ Released time
B. _____ Use of a multiplier
C. _____ Administrative range
D. _____ Range plus merit
E. _____ Other

8. For what length of time has the administrative supervisor of the Fine Arts program served in this role?

A. _____ One year
B. _____ Two years
C. _____ Three years
D. _____ Four years
E. _____ Five years
F. _____ More than five years

9. Is the administrative supervisor of the Fine Arts program eligible for tenure?

A. _____ Yes
B. _____ No

10. If the answer to Number 9 (above) is "Yes," is tenure for the administrative supervisor granted on the same basis as that for the faculty?

A. _____ Yes
B. _____ No

11. Has tenure been granted to the present administrative supervisor of the Fine Arts program?

A. _____ Yes
B. _____ No

12. The administrative supervisor of the Fine Arts program is assisted by:

A. _____ An Assistant Division Chairman
B. _____ An Assistant Dean
C. _____ Department Heads of:
    1) _____ Art
    2) _____ Graphic Arts
    3) _____ Graphic Design
    4) _____ Music
    5) _____ Speech
    6) _____ Theatre
D. _____ Coordinators of:
    1) _____ Art
    2) _____ Graphic Arts
    3) _____ Graphic Design
    4) _____ Music
    5) _____ Speech
    6) _____ Theatre
E. _____ Lead teachers of:
    1) _____ Art
    2) _____ Graphic Arts
    3) _____ Graphic Design
    4) _____ Music
    5) _____ Speech
    6) _____ Theatre

F. _____ Supervisors of:
  1) _____ Art
  2) _____ Graphic Arts
  3) _____ Graphic Design
  4) _____ Music
  5) _____ Speech
  6) _____ Theatre

G. _____ Program Directors of:
  1) _____ Art
  2) _____ Graphic Arts
  3) _____ Graphic Design
  4) _____ Music
  5) _____ Speech
  6) _____ Theatre

H. _____ No One

13. The assistant administrative supervisor of the Fine Arts program is compensated by:

A. _____ Reduction to 1/4 teaching load
B. _____ reduction to 1/2 teaching load
C. _____ Reduction to 3/4 teaching load
D. _____ Additional salary -- carries a full teaching load
E. _____ Additional salary -- carries a partial teaching load
F. _____ Other

If answer to Number 13 (above) is F, please EXPLAIN THE MANNER AND/OR KIND OF COMPENSATION: ______________________________

____

PART THREE

Request for Information Relating Specifically to the Fine Arts Faculty

1. What is the total number of:

A. _____ full-time Fine Arts faculty?
B. _____ part-time Fine Arts faculty?
C. _____ part-time Fine Arts faculty involved in credit course instruction?
D. _____ part-time Fine Arts faculty involved in non-credit course instruction?

2. What is the total number of full-time faculty holding as their highest earned degree:

A. _____ B.S.
B. _____ B.A.
C. _____ B.F.A.
D. _____ Ed.M.
E. _____ M.M.Ed.
F. _____ M.S.
G. _____ M.S.Ed.
H. _____ M.A.
I. _____ M.F.A.
J. _____ Ed.D.
K. _____ Ph.D.
L. _____ No degree
M. _____ Other

3. What is the total number of full-time Fine Arts faculty in each of the following areas with the rank of:

	Art	Graphic Arts	Graphic Design	Music	Speech	Theatre
A. Technical Instructor	1)____	2)____	3)____	4)____	5)____	6)____
B. Instructor	1)____	2)____	3)____	4)____	5)____	6)____
C. Assistant Professor	1)____	2)____	3)____	4)____	5)____	6)____
D. Associate Professor	1)____	2)____	3)____	4)____	5)____	6)____
E. Professor	1)____	2)____	3)____	4)____	5)____	6)____
F. Other	1)____	2)____	3)____	4)____	5)____	6)____

4. The average teaching load (semester hours taught per week) in each of the following areas is:

   A. _____ hours per week - ART
   B. _____ hours per week - GRAPHIC ARTS
   C. _____ hours per week - GRAPHIC DESIGN
   D. _____ hours per week - MUSIC
   E. _____ hours per week - SPEECH
   F. _____ hours per week - THEATRE

5. Is the Fine Arts faculty involved in student advisement?

   A. _____ Yes
   B. _____ No

6. If answer to Number 5 (above) is "yes," what is the average number of student advisees per faculty member in each of the following areas?

   A. _____ Art
   B. _____ Graphic Arts
   C. _____ Graphic Design
   D. _____ Music
   E. _____ Speech
   F. _____ Theatre
   G. _____ Other

7. Please check those departments holding regularly scheduled department meetings.

   A. _____ Art
   B. _____ Graphic Arts
   C. _____ Graphic Design
   D. _____ Music
   E. _____ Speech
   F. _____ Theatre

8. Faculty members attend regularly scheduled department meetings on the average of:

   A. _____ once every two weeks
   B. _____ once every three weeks
   C. _____ once every four weeks
   D. _____ twice a semester
   E. _____ once a semester

9. Does the Art faculty have total freedom in determining:

A. _____ employment of nude models?
B. _____ what paintings, drawings, etc., will be hung for public exhibit?

10. Has the administration ever expressed concern about the need to use nude models?

A. _____ Yes
B. _____ No

11. Has the administration ever expressed concern over what is hung for public exhibit?

A. _____ Yes
B. _____ No

12. Does the theatre faculty have total freedom in determining what types of theatrical productions will be presented?

A. _____ Yes
B. _____ No

13. Has the administration ever expressed concern over what is presented?

A. _____ Yes
B. _____ No

14. Is the faculty involved in evaluation procedures?

A. _____ Yes
B. _____ No

If answer to Number 15 (above) is "yes," in what way are they involved? ____
____

15. Is the faculty involved in determining tenure status for eligible instructors?

A. _____ Yes
B. _____ No

16. How long must an instructor be employed before he is eligible for the granting of tenure?

A. _____ one year
B. _____ two years
C. _____ three years
D. _____ four years
E. _____ five years
F. _____ other

17. In determining recommendations for faculty advancement and promotion, do you "weight heavily" the instructor's written evaluation and any additional graduate work?

A. _____ Yes
B. _____ No

If answer to Number 17 (above) is "no," please comment: __________
____

PART FOUR

Request for Information Relating Specifically to the Fine Arts Budget

1. Does each department within the Fine Arts program prepare its own budgetary requests for the following year?

   A. _____ Yes
   B. _____ No

2. In preparing each year's budgetary requests, what procedure is followed? Starting with the numeral "1" please identify first who initiates each department's budgetary requests of the Fine Arts total budget requests; second, to whom does he submit these requests; third, fourth, etc.,; eighth, who approves the final budget?

   A. _____ The Department Heads (lead instructors - coordinators) submit each year's budgetary requests to the Administrative supervisor of Fine Arts.
   B. _____ The Administrative supervisor of the total Fine Arts program (Division Chairman - Dean of Fine Arts) initiates budgetary requests.
   C. _____ A meeting of the Administrative supervisor of the Fine Arts program and each of the various department heads results in the initiation of each year's budgetary requests.
   D. _____ The Administration supervisor submits the total budget to the Dean of Instruction for approval.
   E. _____ A meeting of the Dean of Instruction and the Administrative supervisor of Fine Arts determines what deletions and/or additions will be made.
   F. _____ The President of the college and the Dean of Instruction decide where further deletions and/or additions can be made.
   G. _____ The President of the college and the Dean of Instruction requests the Administrative supervisor of the Fine Arts program to meet with them in determining where further deletions and/or additions can be made in the Fine Arts budget.
   H. _____ The President of the college submits the total budget to the Board of Trustees for approval.

3. What is your present year's approximated budget in each of the following areas?

A. _____ Art
B. _____ Graphic Arts (printing)
C. _____ Graphic Design (commercial art)
D. _____ Music
E. _____ Speech
F. _____ Theatre

4. Your proposed 1972-1973 fiscal year's budgetary requests in each of the following areas will be more or less than the present year:

A. _____ More _____ Less -- Art
B. _____ More _____ Less -- Graphic Arts
C. _____ More _____ Less -- Graphic Design
D. _____ More _____ Less -- Music
E. _____ More _____ Less -- Speech
F. _____ More _____ Less -- Theatre

5. To implement within your college the type of Fine Arts program you would like to see, do you consider your present (1971-1972) budget to be:

A. _____ adequate
B. _____ adequate, but with some reservation
C. _____ inadequate
D. _____ totally inadequate
(Additional comment): ____
____
____
____

PART FIVE

Request for Information Relating Specifically to the State's Annual Fine Arts Unit Cost Study

1. Does the college's administration (President and Dean of Instruction) inform the administrative supervisor what the State's latest Unit Cost Study figure shows for your college's Fine Arts program?

   A. _____ Yes
   B. _____ No

2. If you are given the Unit Cost Study figure, do you, as the administrative supervisor, inform your faculty of the same?

   A. _____ Yes
   B. _____ No

3. In preparing each year's budget, do you consider the State's Unit Cost Study once you have received the Study from the Administration?

   A. _____ Yes
   B. _____ No

4. If answer to Number 3 (above) is "yes," do you consider the Unit Cost Study figure to be:

   A. _____ of extreme interest
   B. _____ of interest
   C. _____ of little interest
   D. _____ of no interest

PART SIX

Request for Information Relating Specifically to Salary of Fine Arts Faculty

1. Which of the following types of salary schedules exist?

   A. _____ Lock Step (guaranteed advancement and promotion for satisfactory performance).
   B. _____ Range (no guarantee - instructor can be placed at any point starting with a minimum up to the maximum salary, with no provision for differentiation in salary for rank ranging from instructor through professor).
   C. _____ Modified Range (no guarantee - however, each rank has its minimum and maximum, wherein the instructor may be placed).
   D. _____ Merit (salary depends entirely on outstanding performance as determined by the administrative supervisor).
   E. _____ Combined Modified Range and Merit.
   F. _____ If another system is used in determining advancement and/or promotion, please EXPLAIN: ______________________
   ____
   ____
   ____
   ____
   ____

PART SEVEN

Request for Information Relating Specifically to Fine Arts Curricula

1. How many courses does the college offer in each of the following curricula?

A. _____ Art
B. _____ Graphic Arts
C. _____ Graphic Design
D. _____ Music
E. _____ Speech
F. _____ Theatre

2. Has the Fine Arts Division established the policy of proficiency exams in:

A. _____ Yes _____ No - (Art)
B. _____ Yes _____ No - (Graphic Arts)
C. _____ Yes _____ No - (Graphic Design)
D. _____ Yes _____ No - (Music)
E. _____ Yes _____ No - (Speech)
F. _____ Yes _____ No - (Theatre)

If the answer to A, B, C, D, E, F, (above) is "Yes," what type of proficiency exists for:

A. Art ____
____
____
____

B. Graphic Arts ____
____
____
____

C. Graphic Design ____
____
____
____

D. Music ____
____
____
____

E. Speech ____
____
____
____

F. Theatre ____
____
____
____

3. Any additional comments you may wish to make: ____________________
____
____
____
____

____
(Signature)

____
(Title)

____
(College)

APPENDIX B

ORIGINAL LETTER SENT OUT WITH THE QUESTIONNAIRE TO FORTY-FOUR ILLINOIS PUBLIC JUNIOR COLLEGES

ILLINOIS
CENTRAL
COLLEGE

PUBLIC JUNIOR COLLEGE DISTRICT NO. 514
P.O. BOX 2400 • EAST PEORIA, ILLINOIS 61611 • TELEPHONE: (309) 694-1421

May 1, 1972

Dear Colleague:

During the past several years of the phenomenal growth of community colleges in Illinois, I suspect that you, like myself, have been so taken up in building instructional programs, that we have not had the time to stand back and look at the function and role of the administrator who is responsible for the fine arts program in our colleges. In studying the literature, I have found that there has been little investigation in this area, and yet, with our constant and emerging growth in these areas, the role of the fine arts administrator is becoming more and more vital and strategic. It is with this motive in mind that I am requesting your help in a study concerning our role and responsibilities in administering the fine arts program.

In realizing that your schedule is a busy one, I have attempted to construct a questionnaire which is as concise as possible and yet one which will yield meaningful information when the responses are analyzed. It is my motive and anticipation that the results of this study will be of practical use to all of us.

Needless to say, I plan to share the results of this study with you. I will be most grateful for your opinions and thought as portrayed through this questionnaire. If you have any other comments or suggestions, they will be most welcome.

Thank you for your cooperation.

Respectfully yours,

Kenneth L. Camp, Chairman
Division of Creative Arts
(Art, Graphic Art, Graphic Design, Music, Speech, Theatre)

KLC:lds

APPENDIX C

SIGNIFICANT CORRESPONDENCE RELATING TO THIS STUDY

UNIVERSITY OF CALIFORNIA, LOS ANGELES

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO   SANTA BARBARA • SANTA CRUZ

ERIC CLEARING HOUSE FOR JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024

April 13, 1972

Mr. Kenneth L. Camp, Chairman
Department of Creative Arts
Illinois Central College
P.O. Box 2400
East Peoria, Illinois 61611

Dear Mr. Camp:

Dr. Jerrold Richards prepared Evaluating the Division Chairman Leadership Conference of 1971, the second of a series of conferences the League for Innovation sponsors. You could write to him at Coast Community College District in Costa Mesa, California. You may get some information from Dr. John Anthony, Vice President, College of Du Page, Illinois. He has completed a survey on various aspects of the role of the department and division chairmen. The report of the survey has not yet been published, but he may be in a position to share his preliminary findings with you. A few community colleges, including Du Page, Oakton, Moraine Vally (all in Illinois), and Navajo in Arizona are replacing departmental organization with other models.

The collective bargaining agreements of community colleges usually have a section on department chairmen. New York, Michigan, Illinois contracts are especially illuminating. National Labor Relations Board rulings as they relate to 4-year colleges are important as indications for the future. They will also provide information as to the "management" and/or "labor" aspect of department/division chairmen.

An excellent summary of collective bargaining agreements in New York Community College Collective Negotiation Contract Survey January 1971 prepared under the direction of William F. McHugh, Special Counsel, SUNY--assisted by Richard O'Sullivan. "Part II Employee Unit Recognition and Management Exclusions" p. 7-12 contains a column "Management Exclusions" that will be of interest to you.

Collective bargaining agreements may be obtained by writing to the president of a community college or the chancellor of a multi-campus district. I have obtained copies from Macomb County Community College in Michigan, Chicago Colleges, Auburn Community College in New York, and the City Colleges of New York (CUNY).

In New York City, Macomb County, Chicago, Oakland (Michigan) and other multi-campus districts the contracts are for the system. In New York State, other than New York City, it's a college to college bargaining situation.

I am preparing to publish a short article titled, Middle Management Organizational Patterns in Community Colleges. It is divided into three sections that deal with Department Chairmen, Division Chairmen, and New Models for Management Organization. I am enclosing a rough draft copy of the "New Models" section, thinking that it may be of some use to you. It is anticipated that the completed paper will be incorporated into the ERIC System at a future date.

Cordially,

Lombardi

John Lombardi
Research Educationist

JL/lcb
Enclosure

ILLINOIS
CENTRAL
COLLEGE

PUBLIC JUNIOR COLLEGE DISTRICT NO. 514
P.O. BOX 2400 • EAST PEORIA, ILLINOIS 61611 • TELEPHONE: (309) 694-5011

May 8, 1972

Professor Albert B. Smith
University of Florida
Gainesville, Florida 32601

Dear Professor Smith:

In the March, 1972 issue of the Junior College Journal, I read your article, "Department Chairmen: Neither Fish nor Fowl." Your survey has to be one of the most interesting ones yet conducted on Chairmen's Responsibilities.

Although Illinois Central College, with an enrollment of nine thousand students, is not organized along departmental lines, there is a considerable degree of similarity. Within the Creative Arts Division, we have the following disciplines: Art, Graphic Arts, Graphic Design, Music, Speech, and Theatre. Although department chairmen do not officially serve in such a capacity, I have appointed a program director for each. Each coordinator's responsibility is to assist me in directing the activities of the division. A total of twenty-three full-time faculty and thirty-nine part-time faculty are involved.

Perhaps this resumé is not necessary, but I thought a brief background of Illinois Central College might be of some interest to you.

I am involved at the present time in making a survey of the role of the administrative supervisor of the Fine Arts program in the Illinois public junior colleges. When completed, I would be most happy to share the results of this survey with you.

I am requesting your permission to incorporate some of your findings (as introduced in your March, 1972 article). I, of course, will identify you as the primary source.

I will be most appreciative of any consideration you can give to the above request and/or suggestions you might make in relation to my survey. I might add that I am already receiving some interesting information as I examine the returned questionnaires coming into my office. Some of the public junior colleges are organized along lines of divisions, others along the lines of departments, and in some instances, Fine Arts is included within the Math and Science divisions. In any case, I find the project most interesting.

Thank you for any assistance that you may give.

Sincerely yours,

Kenneth L. Camp

Kenneth L. Camp, Chairman
Division of Creative Arts
(Art, Graphic Arts, Graphic Design, Music, Speech, Theatre)

KLC:lds

COLLEGE OF EDUCATION UF UNIVERSITY OF FLORIDA
gainesville, florida · 32601

May 17, 1972

Kenneth L. Camp
Chairman
Division of Creative Arts
Illinois Central College
P. O. Box 2400
East Peoria, Illinois 61611

Dear Mr. Camp:

Thank you for your kind comments regarding my article "Department Chairmen: Neither Fish nor Foul". I hope you will have a chance to look at my dissertation someday, I believe it contains a great deal more information than I was able to report in the above mentioned article.

I am most interested in your study and I will look forward to receiving a copy or summary of your results. You have my permission to incorporate some of my findings in your survey analysis. Do you plan to use my survey instrument in your study? A copy of my instrument can be obtained by buying a microfilm copy of my dissertation from University Microfilms, Inc., Ann Arbor, Michigan.

One of the things that I did not do in my survey which you may want to try in yours, would be to have chairmen rank the importance of their job responsibilities. The amount of time chairmen spend on various responsibilities is another area that needs further research attention in the community college field.

I would welcome the chance to conduct a one day workshop on your campus using my survey instrument. Such a workshop would focus on the improvement of goal setting and faculty-administrator role relationships in a community college. Please let me know if you think your college might be interested in such a workshop.

Best wishes to you in your work, lets keep in touch. Perhaps we could put an article together after you have finished your study.

Cordially,

Albert B Smith

Albert B. Smith
Assistant Professor of
Higher Education
Department of Curriculum
and Instruction

ABS/ep

COPY

PARKLAND

COLLEGE

2 Main Street / Champaign, Illinois 61820 / (217) 384-2200

May 9, 1972

Mr. Kenneth L. Camp, Chairman
Division of Creative Arts
Illinois Central College
P. O. Box 2400
East Peoria, IL 61611

Dear Mr. Camp:

I have done what I could with your questionnaire, which is enclosed. However, I should point out to you that our divisional structure here at Parkland is quite radically different from the one which obtains at Illinois Central. In fact, I discovered on making a similar, though much less extensive, survey myself a couple of years ago, that only one other institution in the state has the same sort of administrative structure in the humanities and fine arts-communications area as Parkland.

Therefore, let me explain that the areas under my general supervision include all of the ones in your Creative Arts Division plus English (both composition and literature), reading, developmental composition and reading, journalism and broadcasting, and foreign langu[illegible] French, German, and Spanish). Therefore, it is quite difficult for me to respond to your questions about budgets specifically and about unit costs, since the figures which I have in that area apply to the Division overall and not specifically to the Fine Arts as such.

Furthermore, the Division is not departmentalized in any formal manner. However, there is a loose organization of instructional areas, and these have Lead Instructors designated and compensated if they include more than four full-time faculty members. Therefore, we have a Lead Instructor in Art; two Lead Instructors in English (whose supervisory role includes reading, developmental work, speech and theatre, broadcasting and journalism); but we have no Lead Instructor in either music or in foreign languages. There is a "person responsible" in each of these areas who carries forth certain routine duties pertaining to scheduling and purchasing procedures without either title or compensation. The rationale here is, I suppose, obvious--mainly, that relatively small groups generate less paper work and less need for mid-level supervision than larger faculty groups.

I am also unable to respond to your question about enrollments in any intelligent way, since we do not keep records on students in specific

A Community College Serving Twenty-Five High School Districts in East Central Illinois

fields as to their full-time or part-time status. A handy rule of thumb would be that the overall College enrollment reflects about equal numbers of full-time and part-time students, or about 3 to 1 FTE ratio. I should also add that our designation of a full-time student is one taking 12 or more hours.

On the question of departmental meetings: Divisional meetings are held two to four times per quarter; the Art and English instructional groups meet irregularly, but about once every two or three weeks.

I wish you success in this enterprise and hope that this information may clarify some rather equivocal answers on the questionnaire itself and some questions simply left blank.

Sincerely yours,

S/ Louise H. Allen
(Mrs.) Louise H. Allen, Chairman
Communications Division

cbl
Enclosure

ILLINOIS STATE UNIVERSITY
FOUNDED IN 1857
NORMAL, ILLINOIS 61761

May 22, 1972

Educational Research Service
302 West College Avenue

Mr. Kenneth L. Camp, Chairman
Division of Creative Arts
Illinois Central College
P. O. Box 2400
East Peoria, Illinois 61611

Dear Mr. Camp:

Let me say that I am greatly indebted to you for your help and contribution to my project concerning speech curriculum offerings. Although the results of the survey were not conclusive, I am happy to say that the response was greater than 50 percent.

The results of the survey have been correlated with each school's enrollment pattern, as well as years in existence. If you have any questions or comments, please feel free to contact me because I value all feedback.

Again, thank you very much.

Sincerely,

Aaron A. Vessup

Aaron A. Vessup

AAV:mss
Enclosure

APPENDIX D

ILLINOIS CENTRAL COLLEGE

HIGH SCHOOL ARTICULATION

AND RECRUITMENT CORRESPONDENCE

ILLINOIS
CENTRAL
COLLEGE

PUBLIC JUNIOR COLLEGE DISTRICT NO. 514
P.O. BOX 2400 • EAST PEORIA, ILLINOIS 61611 • TELEPHONE: (309) 694-5011

April, 1973

Dear Senior:

We know of your interest in continuing your education in the area of art.

You would enjoy seeing our student exhibits in May in Taft Hall on the interim campus at Illinois Central College. The first ten days, Graphic Arts work will be shown. The next ten days, drawing, painting, and sculpture will be displayed. Also, there are many exciting demonstrations, films, and lectures during our Fine Arts Festival from May 4 to May 15. This will take place on our new, permanent campus.

The Art Department will move to the permanent campus in the spring of 1974 when our extensive studio and lecture facilities will be completed. However, at the present time the Art Department is located in Taft Hall. This building has a small gallery, hall exhibit space, well-equipped studios for drawing and painting (Room 2), jewelry, three-dimensional design, sculpture and crafts (Room 3), two-dimensional design, art education, introduction to art (Room 4), and ceramics in Room 5, and also instructors' offices. Art History is taught on the permanent campus. Taft Hall is open all week days and every evening from 7:00 p.m. to 10:00 p.m.

We have an outstanding, talented and understanding staff and a fully transferrable creative and challenging curriculum. Please feel free to visit us. If you wish to discuss your college art program, call and make an appointment.

The Art Department of the Creative Arts Division of Illinois Central College congratulates you on your graduation from high school and offers you an opportunity for continued growth in the arts.

Sincerely,

Betty S Calkins

Betty S. Calkins
Art Program Director
694-5459 or 694-5113, Secretary of Creative Arts Division

ILLINOIS
CENTRAL
COLLEGE

PUBLIC JUNIOR COLLEGE DISTRICT NO. 514
P.O. BOX 2400 • EAST PEORIA, ILLINOIS 61611 • TELEPHONE: (309) 694-5011

April, 1973

Dear Senior:

We offer two degree programs in Graphic Design (Commercial Art) at Illinois Central College. One is a two-year terminal program (Associate in Applied Science Degree) which stresses more art and production, and the other is a transfer program (Associate in Arts and Science) which corresponds with the four-year state institution program at Northern Illinois University.

Our Applied Science program includes courses in design, illustration, perspective drawing, watercolor, lettering, typography and two new courses in the area of printing. We feel that our approach to teaching graphics at Illinois Central College is perhaps more practical and production oriented for the students who will be looking for jobs at the end of the two years. The staff keeps close contact with the Art Departments in the Peoria area, for purposes of job placement.

We have also had several students who have transferred to the above named four-year school and have had no loss of credit hours.

You might consider visiting our campus later this spring to get a better idea of our program.

Sincerely,

Stan Adams

Stan Adams
Graphic Design Department
Addams Hall

ILLINOIS
CENTRAL
COLLEGE

PUBLIC JUNIOR COLLEGE DISTRICT NO. 514
P.O. BOX 2400 • EAST PEORIA, ILLINOIS 61611 • TELEPHONE: (309) 694-5011

April, 1973

Dear Senior:

It has been brought to our attention that you have expressed an interest in the instrumental music program at Illinois Central College. We who share that interest extend a cordial invitation for your consideration of our program.

Illinois Central College is, of course, a two-year college. Our curriculum for the Freshman and Sophomore years is most complete. We offer the complete sequence of music theory; keyboard classes and ear-training sessions; technique classes for strings, instruments and voice; applied music for all instruments and voice. Our staff is dedicated and has earned state-wide respect and recognition.

We have three major instrumental performing groups: The Orchestra and Symphonic Band are the large performing groups and are open to all students with previous experience. They perform several times during the year and perform a variety of music. A spring tour is now in the planning stages for the band.

The Jazz Lab Band is a select group of interested musicians. Membership is by audition. The Jazz Band performs at many concerts, clubs and other functions throughout the year. This group has received national recognition.

Our new facilities include adequate rehearsal and practice rooms. It is exciting to create musical environment in this unique space. You're invited to be a part of that musical experience.

Sincerely,

Donald S Lewellen

Donald S. Lewellen
Director of Instrumental Music

ILLINOIS
CENTRAL
COLLEGE

PUBLIC JUNIOR COLLEGE DISTRICT NO. 514
P.O. BOX 2400 • EAST PEORIA, ILLINOIS 61611 • TELEPHONE: (309) 694 5011

April, 1973

Dear Senior:

The Illinois Central College Speech Department and staff would like to extend its best wishes for your forthcoming graduation from high school. We realize that you have already put forth a great deal of time and effort to reach this educational goal. More importantly, however, the past results have played an important part in making you a truly unique and worthwhile individual.

As you consider your future plans, we would ask that you consider Illinois Central College. To the student interested in Speech, Illinois Central College offers diverse curricular and extra-curricular activities.

The Speech major will find a well-rounded and planned academic program. Inter-collegiate forensics contests offer the student of speech a chance for educational competition with other students in his or her field.

At the same time, if we can be of any assistance, do not hesitate to contact us, for I.C.C.'s speech faculty works under the idea that the student is the center of all learning.

Sincerely,

Dane H. Harris

Dane Harris
Department of Speech

ILLINOIS
CENTRAL
COLLEGE

PUBLIC JUNIOR COLLEGE DISTRICT NO. 514
P.O. BOX 2400 • EAST PEORIA, ILLINOIS 61611 • TELEPHONE: (309) 694-5011

April, 1973

Dear Senior:

It has been brought to my attention that you have indicated an interest in theatre. I want you to know that I share that interest and sincerely hope to see you in our program.

Illinois Central College is of course, a two-year college. Our curriculum for the Freshman and Sophomore years is most complete. We offer a survey course in the appreciation of the traditional theatre and its drama (Theatre 110); a course that examines the revolutionary trends of theatrical expression (Theatre 111); courses in acting, directing, stagecraft, production and readers theatre. Our staff as well as our curriculum offerings has earned state-wide respect and recognition. One of our staff currently sits as the theatre division leader for a national professional organization (Speech Communication Association of America).

But it's not all done in the classroom. Our co-curricular program includes summer, fall and spring productions as well as a fully supported competitive forensics squad. Recently, our fall production of The Rimers of Eldritch was selected through careful screening to participate as one of the six regional finalists in the American College Theatre Festival at the University of Illinois.

You may have heard of our innovative summer program in theatre--we call it our "Field Theatre Project." You may want to enroll for this summer's "Field Theatre" activities. Everyone who enrolls in the course, Theatre 220, will be a member of a production company that will tour the very small villages in our college community. You can get a good start on your academic or professional career this summer. The production course will meet in the mornings, Monday through Thursday (June 11 through August 1). If you want more specifics, give me a call (694-5105 or 265-6870). Summer term registration is JUNE 4-8.

We have an intimate theatre and spacious shop. We have friendly and happy students because the staff is friendly and happy, and--helpful. We really are a family. You're invited to be a member of that family.

Cordially,

Dr. Don Marine
Professor of Theatre
Creative Arts Division

APPENDIX E

ILLINOIS PUBLIC JUNIOR COLLEGES PARTICIPATING IN THE STUDY

ILLINOIS PUBLIC JUNIOR COLLEGES WHOSE ANSWERS WERE USED TO COMPILE THE STATISTICS FOR THE STUDY HEREIN DESCRIBED

Carl Sandburg College	Galesburg, Illinois
Amundsen-Mayfair College	Chicago, Illinois
Kennedy-King College	Chicago, Illinois
Loop College	Chicago, Illinois
Olive Harvey College	Chicago, Illinois
William Wright College	Chicago, Illinois
College of DuPage	Glen Ellyn, Illinois
College of Lake County	Grayslake, Illinois
Highland Community College	Freeport, Illinois
Illinois Central College	East Peoria, Illinois
Olney Central College	Olney, Illinois
Illinois Valley Community College	Oglesby, Illinois
Joliet Junior College	Joliet, Illinois
Kaskaskia College	Centralia, Illinois
Lake Land College	Mattoon, Illinois
Lewis and Clark Community College	Godfrey, Illinois
Lincoln Land Community College	Springfield, Illinois
Morton College	Cicero, Illinois
Parkland College	Champaign, Illinois
Prairie State College	Chicago Heights, Illinois
Rend Lake College	Mt. Vernon, Illinois

Rock Valley College	Rockford, Illinois
Sauk Valley College	Dixon, Illinois
Thornton Community College	South Holland, Illinois
Waubonsee Community College	Sugar Grove, Illinois
William Rainey Harper College	Palatine, Illinois

APPENDIX F

VITA

VITA

Kenneth L. Camp was born in Monica, Illinois on September 15, 1924, where he attended grade school. He graduated from Princeville Community High School, Princeville, Illinois in May, 1942. He received his B. S. degree from Illinois State Normal University, with majors in social science and speech, in June, 1949. He received his M. A. degree from the University of Illinois, Champaign-Urbana, Illinois, with a major in speech and theatre, August, 1952.

During 1954 to 1967, he was employed as a speech-theatre instructor and administrative assistant at Woodruff High School, Peoria, Illinois. During these years he served as: Superintendent of Drama for the Peoria Park and Recreation District; Chairman of the Peoria School Board's Speech-Theatre Curriculum Committee; Parliamentary Advisor for the Illinois Association of Student Councils; Advisor for the Illinois High School Association of Speech Activities; Advisor for the Peoria County American Field Service Program; speech consultant on five North Central Evaluation Committees; board member of the Corn Stock Theatre; and director of several productions presented by the Corn Stock Theatre and the Peoria Players' Theatre.

From 1967 to 1970, he was an assistant professor of speech at Illinois Central College, East Peoria, Illinois. In June, 1969, he was promoted to associate professor. In June, 1970, he was appointed Chairman of the Creative Arts Division at Illinois Central College, in which position he currently serves.

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 26 1974

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JUNIOR COLLEGE
INFORMATION